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ABSTRACT

The Title I E.S.E.A. evaluation for 1969-70 focuses on the objectives of the individual academic and supportive service projects included in the total Title I program. Twenty-five projects were evaluated during that academic year. The Elementary Academic Projects included: Language Development, Reading Center, Special Kindergarten, and English as a Second Language. Conclusions were drawn from evaluation findings pertaining to six secondary academic projects: Fulton Reading Center, English Language Arts, Secondary Social Studies, Secondary Science, Secondary Mathematics, and Secondary School Music. Conclusions drawn concerning the supportive service projects were based upon the evaluation findings for 12 projects: Elementary Guidance, Secondary Guidance, Returnee Counselor, Secondary Work Experience, Social Work, Psychological Services, Special Education and Service Center, Social Improvement, Field Trip, Testing Services, Recreation for Handicapped Children, and Instructional Resources. [For 1968-69 evaluation report, see ED 037 482.] (Author/JM)

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TITLE I ESEA EVALUATION

1969 - 1970

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TITLE I ESEA EVALUATION

1969-1970

An Abstract

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin

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Glossary of Terms

1. Ammons Quick Test	A standardized test designed to measure verbal-perceptual intelligence.
2. Milwaukee Public Schools Language Development Scale	A locally-devised instrument designed to measure specific concepts used in oral language such as classification, auditory memory, and sequencing.
3. Dolch Basic Sight Word Test	A standardized test designed to measure pupil vocabulary.
4. Learning 100	A system developed by the Educational Developmental Laboratories to improve reading achievement.
5. Adaptation of the Staats Motivated Learning Procedure	A one-to-one tutoring system using positive reinforcements through tokens.
6. Facilitative therapy	An individually-designed psycho-educational program utilizing programmed instruction, manipulative objects, and audio-visual materials applied with the help of a teacher or aide and initiated by a school psychologist.
7. Recividism	A tendency to relapse into a previous condition or mode of behavior; the return of a student to a correctional institution.

Since the emphasis of the Title I ESEA evaluation for 1969-1970 focused on the objectives of the individual academic and supportive service projects included in the total Title I Program, the abstract of the evaluation contains a brief description of the process of these projects, the objectives evaluated, and the conclusions drawn from the findings pertaining to the project objectives. Twenty-five Title I projects were evaluated during the 1969-1970 academic year.

Elementary Academic Projects

Conclusions were drawn from the evaluation findings pertaining to four elementary academic projects: Language Development, Reading Center, Special Kindergarten, and English as a Second Language.

Language Development

Project process. Project therapists worked with children five to eight years of age who exhibit a lack of oral-verbal ability. The therapists worked intensively with small groups from the same classroom, in an effort to increase the verbal and conceptual ability of selected pupils.

Conclusions for the objectives evaluated. The data collected on pupils in the project supported the conclusions that the following objectives were accomplished:

Objective 1: Kindergarten pupils, exhibiting an oral language deficit, will perform as well as or better than similar non-project kindergarten pupils when measured by the Peabody Picture Vocabulary Test and classroom teacher ratings of verbal language ability.

Objective 2: Kindergarten pupils, exhibiting an oral language deficit, will significantly increase their perceptual-verbal language skills when measured by the Peabody Picture Vocabulary Test and the Milwaukee Public Schools Language Development Scale.

The data available indicated that the remaining objective evaluated was not accomplished.

Objective 3: The three methods of oral language training used with P1-P2 language disadvantaged children will differ in effectiveness when measured by the Ammons Quick Test and the Milwaukee Public Schools Language Development Scale.

All three methods of oral language training affected the test performance of P1-P2 language disadvantaged children in a similar manner.

The project received the favorable endorsement of parents and classroom teachers. Classroom teachers recommended an expansion of the project at the kindergarten level and the opportunity for more conferences between therapist and teacher. On the basis of the evidence available, this project was considered to be successful in accomplishing its primary objectives.

Reading Center

Project process. Primary-intermediate specialized reading teachers worked with identified pupils having the greatest need for extra help in reading. Teachers provided daily individual and small group instruction. Assistance in the developmental reading program was also provided to classroom teachers upon request. Emphasis was placed on developing a feeling of success in school and a better self-image. This project expanded the Reading Improvement project initiated in 1947 with Board funds by providing additional services to public and non-public school pupils. A wide range of materials and equipment augmented the instruction in both public target area and

and non-public target area reading centers.

Conclusions for the objectives evaluated. The findings regarding pupils in this project supported the conclusion that the following objectives were accomplished:

Objective 1: Second grade pupils, who participated in the Reading Center project, will perform as well as or better than similar non-project second grade pupils on the Word Analysis and Reading subtests of the Cooperative Primary Tests.

Objective 2: The effectiveness of the Reading Center project at the second grade level will be the same for four groups of pupils categorized respectively by these behavioral characteristics: (1) poor attendance, (2) disruptive or aggressive behavior, (3) inattentive or disinterested behavior, and (4) shy or lacking in self-confidence. Word Analysis and Reading subtests of the Cooperative Primary Tests will measure project effectiveness.

Objective 3: Fourth grade pupils, who participated in the Reading Center project, will perform as well as or better than similar non-project pupils on the Word Knowledge and Reading subtests of the Metropolitan Achievement Tests.

Objective 4: Ninety percent of the Reading Center teachers who attended the Reading Resource Teacher Training Workshop sessions will respond positively to a questionnaire concerning this in-service program.

Parents of pupils in the project felt that their children had acquired better reading skills as a result of the project.

On the basis of the evidence available, the project was successful in attaining its objectives.

Special Kindergarten

Project process. The Special Kindergarten Project was designed to sustain the gains made by the children in the Head Start Program and to insure the continuity of learning. The full day program operated in six

schools: Brown, McKinley, Ninth, Siefert, Twentieth, and Vieau and related a broad range of instructional materials and activities, special supportive services, and community services to maintain a stimulating program for the disadvantaged child.

Conclusions for the objectives evaluated. The evaluation data collected for this project indicated that all the objectives evaluated were accomplished:

Objective 1: Special Kindergarten pupils will score as well as or better than similar pupils enrolled in regular kindergarten in the areas of perception, cognition, listening, and expression as measured by the Anton Brenner Developmental Gestalt Test of School Readiness.

Objective 2: Teachers will rate pupils as average or above in social-emotional behavior as measured by the Social-Emotional Behavior Scale of the Anton Brenner Developmental Gestalt Test of School Readiness.

Objective 3: Teachers will rate pupils as average or above in self-confidence as measured by items B and L of the Readiness Rating Scales on the Anton Brenner Developmental Gestalt Test of School Readiness.

Parents of pupils in this project perceived the Special Kindergarten to be valuable means to developing pupil readiness for school.

On the basis of the evidence available, the project was successful in attaining its objectives.

English as a Second Language

Project process. In this project, pupils with a foreign language as their mother tongue received special instruction in English. Itinerant teachers traveled to all schools having need for this service in order to work with pupils and the regular classroom teachers in helping pupils learn to communicate in English.

Conclusions for the objectives evaluated. The following objectives were considered to be accomplished on the basis of evaluation findings:

Objective 1: Pupils will be able to master each of 17 subtests covering four areas of verbal communication skills: understanding, speaking, reading, and writing.

Objective 2: Pupils will demonstrate a positive attitude toward school by exhibiting behaviors perceived by teachers to be indicative of a positive attitude and denoted on a locally designed School Attitude Checklist.

Thirty-one percent of the 182 project pupils mastered Objective 1. Seventy-seven percent of 73 elementary project pupils held positive attitudes toward school routine, and 53 percent practiced good study habits.

On the basis of an arbitrary 50 percent criteria for success, the project was successful in accomplishing Objective 2 but unsuccessful in accomplishing Objective 1.

Secondary Academic Projects

Conclusions were drawn from evaluation findings pertaining to six secondary academic projects: Fulton Reading Center, English Language Arts, Secondary Social Studies, Secondary Science, Secondary Mathematics, and Secondary School Music.

Fulton Reading Center

Project process. This project, serving seventh grade pupils, used a multi-faceted approach to increase reading achievement. "Facet I: Learning 100" stressed perceptual accuracy and visual efficiency through instrument training, building experience, skill building work in small groups, and the application of skills through filmstrips, tapes, and recordings. Facet I involved a team learning situation where pupils of similar reading ability

were paired together. "Facet II: Milwaukee Adaptation of the Staats Motivated Learning Procedure" utilized a one-to-one tutoring system in which pupils were tutored by the Reading Center teacher. "Facet III: Reading Resource Teacher to Nine Fulton Language Arts Teachers" involved the Reading Center teacher for one hour a day to help Language Arts teachers plan programs for pupils with various reading levels and problems.

Conclusions for the objectives evaluated. The evaluation findings based on the data collected for the evaluation of this project supported the conclusion that the following objectives were accomplished:

Objective 1: Pupils in "Facet I: Learning-100" will score as well as or better than comparison pupils at Fulton not in the project on the Nelson Reading Test.

Objective 2: Pupils in "Facet I: Learning-100" will, over the duration of nine months, maintain or lessen the difference between age-grade placement and reading achievement level as measured by the Nelson Reading Test.

Objective 4: Pupils in "Facet II: Adaptation of the Staats Motivated Learning Procedure" will have increased their reading achievement level by at least three months over their pre-Wide Range Achievement Test reading level.

Objective 5: Pupils in "Facet II: Adaptation of the Staats Motivated Learning Procedure" will have a significantly higher reading level than comparison pupils at Fulton not in the project as measured by the reading level mastered on the Wide Range Achievement Test.

Objective 6: Pupils in "Facet II: Adaptation of Staats Motivated Learning Procedure" will increase their number of correct responses by 20 on the Basic Sight Word Test.

Objective 7: Pupils in "Facet II: Adaptation of Staats Motivated Learning Procedure" will have fewer extreme behavior referral cards than comparison pupils at Fulton.

Objective 8: Teachers at Fulton in "Facet III: Reading Resource Teacher" will increase the number of reading resource materials used during 1969-1970 as compared to the number used in 1968-1969.

A qualifying statement should be made concerning the accomplishment of Objective 5 above. Objective 5, as stated, was not met when the criterion measure was the Wide Range Achievement Reading subtest, but was met when the Gray Oral Reading Tests were used as the criterion.

Only Objective 3 was not accomplished by the project pupils:

Objective 3: Pupils in "Facet I: Learning-100" will attend school .05 more than comparison pupils at Fulton not in the project.

Project pupils attended school an average of one day less than comparison pupils.

On the basis of the evidence available, the project successfully completed most of its objectives.

English Language Arts

Project process. The English project was an ungraded, individualized project planned to help verbally destitute pupils develop language competency. The project functions in grades seven through ten in eight project area schools. Analysis of individual pupil needs was followed by an integrated program of reading, writing, and speaking. Practice in communication skills was facilitated by the use of reading material with multi-ethnic, multi-sensory appeal; experimental material used on a trial basis; locally prepared instructional material; and multi-media aids. A common inservice period for teachers allowed for team planning and teaching.

Conclusions for the objectives evaluated. The evaluation findings lend support to the conclusion that the following objectives were accomplished by the project pupils evaluated:

Objective 1: The mean score of participating pupils will improve one grade level over the pretest mean score on the SRA Reading Record.

Objective 3: The mean score of participating pupils on the capitalization-punctuation survey will increase ten percent over the pretest capitalization-punctuation survey mean score as measured by the project's l ally-designed diagnostic survey, capitalization-punctuation section.

Objective 4: The mean score of participating pupils on the usage survey will increase five percent over the pretest usage survey mean score as measured by the project's locally-designed diagnostic survey, usage section.

Objective 1 was accomplished by the project pupils in the eighth and ninth grades but not by the project pupils in the seventh and tenth grades.

The data indicated that Objective 2 was not met by the project pupils.

Objective 2: The mean score of participating pupils in written composition will increase one level over pretest diagnostic survey mean score as measured by the project's locally-designed diagnostic survey, composition section.

On the basis of the evidence available, the project was successful in attaining most of its objectives.

Secondary Social Studies

Project process. The social studies project was concentrated at the seventh and eleventh grade levels. The grade seven phase of the project attempted to give the disadvantaged pupil greater insight into himself and his role in society. Locally developed pupil materials were used in a small class setting which enabled the teacher to emphasize individual instruction. Instruction was augmented by a series of field trips, a battery of audio-visual aids, and programmed learning material. The grade eleven phase of the project attempted to provide the disadvantaged pupil with greater insight into the history of his country through a multi-media approach. Each day's

program included an equal amount of time for selected reading, film viewing, and class discussion. Small classes met in social studies laboratories which were equipped with appropriate audio-visual materials and equipment.

Conclusions for the objectives evaluated. Both objectives evaluated were considered met on the basis of the evaluation findings for this project.

Objective 1: Eleventh grade pupils in the Title I Social Studies classes will do as well as or better than comparison eleventh grade pupils in the regular Social Studies classes when measured by the Cooperative Social Studies test of American History.

Objective 2: Eleventh grade pupils in the Title I Social Studies classes will demonstrate as positive an attitude toward the Social Studies course content as comparison eleventh grade pupils when measured by the locally-designed Attitude Toward Social Studies-11 Scale.

Secondary Science

Project process. In this project, the laboratory-oriented approach was used to teach physical science at the ninth grade level. While it was based on the regular ninth grade science curriculum, the traditional textbook was replaced by carefully structured lesson sheets using programmed learning techniques, and a scaled-down vocabulary. Each daily lesson developed a single science concept through pupil participation in experiments and investigations. Emphasis was placed on problem-solving activities.

Conclusions for the objectives evaluated. The evaluated data for this project indicated that both objectives, as stated, were considered accomplished.

Objective 1: Pupils taught by the laboratory-oriented approach will demonstrate as much or more knowledge and understanding about the basic science phenomena of light than pupils taught by the traditional

textbook approach. The measurement instrument will be a locally-designed science unit test.

Objective 2: Pupils taught by the laboratory-oriented approach will score as high as or higher than pupils taught by the traditional textbook approach when measured by a locally-designed Attitude Toward Science Class Scale.

Secondary Mathematics

Project process. The Secondary Mathematics Project, involving North Division, Lincoln, South Division, and St. John's Cathedral High Schools, was designed to alleviate some of the problems experienced by culturally disadvantaged pupils in mathematics. High interest was maintained through the use of pupil operated calculators, flow charting, and relevant curriculum materials developed directly from business problems presented by local stores and industries and community related problems. It was anticipated that success in mathematics would stimulate further growth in self-awareness, both as an individual and an individual with an important role in society.

Conclusions for the objectives evaluated. The evaluation data supported the conclusion that the following objectives were accomplished:

Objective 1: Pupils will indicate a positive feeling toward the relevance and need for mathematics by averaging 4.5 or above on a 7-point scale for each item pertaining to a relevance and need for mathematics.

Objective 2: Pupils will indicate a positive feeling toward current classroom activities (i.e., flowcharting, calculator use, test problems) by averaging 4.5 or above on a 7-point scale for each item pertaining to these classroom activities.

Objective 3: Pupils will indicate a positive feeling toward themselves by averaging 4.5 or above on a 7-point scale for each item pertaining to self-impression.

The project was successful in building a positive attitude in pupils toward mathematics and related activities.

Secondary School Music

Project process. This project encouraged youth from disadvantaged backgrounds to develop proficiency and success in the use of a musical instrument. Instruments were provided through ESEA funds, and the progress of each individual was monitored, with the objective of facilitating pupil improvement to the point where they will be accepted in advanced orchestras and bands in the secondary schools.

Conclusions for the objectives evaluated. Musical instruments were provided to pupils from low income families who demonstrated an aptitude and interest in music. The project successfully carried out its intent.

Supportive Service Projects

Conclusions drawn concerning the supportive service projects were based upon the evaluation findings for 12 projects: Elementary Guidance, Secondary Guidance, Returnee Counselor, Secondary Work Experience, Social Work, Psychological Services, Special Educational and Service Center, Social Improvement, Field Trip, Testing Services, Recreation for Handicapped Children, and Instructional Resources.

Elementary and Secondary Guidance

Project process. Selected pupils in both public and non-public schools were referred to trained guidance specialists for intensive guidance and counseling. These counselors helped pupils overcome personal problems, improve their self-image, and cultivate desirable attitudes. This service was provided to pupils enrolled in ESEA Title I projects in both elementary and secondary schools. In each secondary school a designated counselor acted as the building coordinator for ESEA Title I projects.

Secondary Work Experience

Project process. Project counselors initiated contact with prospective employers through the assistance of agencies such as the Youth Opportunity Center, the Wisconsin State Employment Service, City Hall, and various private firms. The counselors attempted to place pupils in jobs which would satisfy pupil needs.

Social Work

Project process. The Social Work project served as a supportive professional service to the school staff, pupils, and parents. School social work endeavors were directed towards resolving and ameliorating social and personal problems that affect the pupils' academic progress and overall school adjustment. The span of school social work activity extended itself into a liaison function and facility between the home, school, and community social and authoritative agencies. The assistants under the direction of the social worker allowed for the extension of social services that require less professional attention.

Psychological Services

Project process. This project provided intensive therapeutic services to children in areas of economic deprivation who have serious learning, emotional, and behavior problems. The major focus of the project was that of providing individual and group therapy subsequent to a careful diagnostic study appropriate to the severity of the problem; therapeutic counseling and consultation were provided to parents, teachers, and other specialists. An equally important facet of the program was the provision of facilitative therapy for children as a means of improving the learning process in the classroom. Behavior modification and cognitive skills building were illustrative of this aspect of the project. Ancillary to the total project, supervised volunteer aides provided a one-to-one therapeutic relationship for identified children.

Recreation for Handicapped Children

Project process. Conducted by the Division of Municipal Recreation and Adult Education, this project provided year-round sheltered recreation and

developmental activity programs for mentally, physically, and multiply handicapped children and young adults from 6 to 19 years of age. Participants were pupils from public, parochial, and private schools as well as those with severe disabilities who cannot attend school. Activities included sports, games, music, arts and crafts, swimming, field trips, dances, clubs, social events, and self-image building activities.

Conclusions for the objectives evaluated. Since the Elementary Guidance, Secondary Guidance, Secondary Work Experience, Social Work, Psychological Services, and Recreation for Handicapped Children projects established objectives unique to the individual needs of the project pupils, conclusions concerning the effectiveness of these projects were difficult to make. The case studies and case study excerpts reported in this evaluation indicated that an interdisciplinary approach was evolving among the professional staffs of these projects. Through the case study approach, the reader can be given a better understanding of the multiple factors affecting the therapeutic process used to resolve pupil problems by supportive personnel.

The Field Trip and Instructional Resources projects supported the academic projects whenever the academic projects needed transportation to a field trip site or needed audio-visual equipment repaired or designed.

The remaining supportive service projects, Returnee Counselor, Special Educational and Service Center, Social Improvement, and Testing Services, formed objectives for a specific pupil population.

Returnee Counselor

Project process. Two specially trained guidance counselors were assigned specifically to assist pupils in two target area high schools who were returning from state correctional institutions in making a smoother transition back

into regular program expectations. The guidance counselors worked with liaison teachers from the institutions and representatives from numerous agencies and organizations including: vocational counselors, probation and parole agents, Division of Vocational Rehabilitation representatives, and employment agency representatives to provide as many opportunities for positive readjustment in the school and community as possible.

Conclusions for the objectives evaluated. The evaluation data indicated that the primary objective of this project was accomplished. The 1969-1970 rate of recidivism was reduced by the project counselors to a level less than the 1968-1969 rate of recidivism for returnees attending South Division and West Division who have been returned to school from correctional institutions.

Special Educational and Service Center

Project process. Two centers were established to provide a process for early identification, assistance, and remediation of the educational needs and problems of the disadvantaged and handicapped. They provided adequate and continuing diagnostic and supportive services in a variety of specialized fields including guidance, reading, psychological services, speech, clinical education services, social work, medical services, and unique special education classes.

Conclusions for the objectives evaluated. The evaluation findings for this project supported the conclusion that the following objectives were successfully accomplished:

Objective 1: Make recommendations which can be used in the educational planning for the disadvantaged and handicapped children referred to the center and, concurrently, identify the educational needs and problems of these children.

Objective 2: Identify and help develop programs based on the educational needs of children.

Teachers and principals became more positive toward the Special Educational and Service Center after visiting the center and observing its operation.

On the basis of the evidence available, the project successfully obtained its objectives.

Social Improvement

Project process. Non-professionals skilled in the areas of human and personal relations worked with inner-city elementary and secondary school problems on both an individual and group basis. Activities focused on common pupil problems related to personal relationships, attitude changes, occupational aspirations, personal cleanliness, good grooming, and common courtesy.

Conclusions for the objectives evaluated. The primary objective for this project was considered accomplished in all areas enumerated in the objective, with the exception of the area of acceptable language. The statement of the primary objective was as follows:

Objective 1: The majority of pupils participating in the Social Improvement project will evidence improvement in personal hygiene, grooming, manners, acceptable language, attitude toward school and self, and the ability to get along with others as perceived by regular classroom and project teachers.

The project was successful in pursuing its intent.

Testing Services

Project process. This service provided for special standardized achievement testing in the primary grades and for assistance in the use of such information in the identification and analysis of learning difficulties of individual pupils and groups.

Conclusions for the objectives evaluated. The evaluation findings supported the conclusion that all the objectives evaluated for this project were accomplished:

Objective 1: All 24 Title I target area elementary schools will have been provided readiness and achievement test results on primary school pupils.

Objective 2: Fifty percent of the teachers attending the inservice sessions on the use and interpretation of standardized test results will answer correctly 70 percent of the items on a locally-designed test of measurement terms.

Objective 3: An evaluation will be made of the appropriateness, content, and ease of administration of the Screening Test for the Assignment of Remedial Treatments (START) and the Boehm Test of Basic Concepts as standardized instruments to be used in identifying learning disorders in kindergarten children.

Administrators and teachers served by the project felt that the project had been of much help in identifying group instructional needs in their schools and in determining the specific remediation programs needed for primary pupils.

The project was a successful means of supplying information to schools concerning the developed and undeveloped skills areas of Title I primary pupils.

Homes for Neglected and Delinquent Children

Project process. Eight institutions for neglected and delinquent children were being served with Title I funds as authorized by the United States Office of Education. The programs were closely attuned to the unique needs of each institution, and were developed in a close working relationship with personnel from each institution, the Milwaukee Public School Title I Office, and the Milwaukee Public School supervisory staff. The nature of the children in residence in these homes qualified them for Title I projects. A variety of programs including art, music, speech, recreation, industrial arts, and special teachers were developed in these homes. These programs were designed to improve the

outlook of these children toward their peers and the community-at-large in an effort to reestablish them as useful members of society.

Conclusions for the objectives evaluated. The Homes for Neglected and Delinquent Children project fulfilled its objective by providing various services and experiences designed to meet the special educational, social, and psychological needs of the children placed in the homes.

Title I Services to Non-Public Schools

Project process. During the 1969-1970 school year, a communication concerning Title I was maintained directly with each non-public school by a Title I Program Supervisor assigned to the Title I Office, and by project supervisors of the respective projects deployed within each school. Operation of various projects followed the same procedures in non-public schools as public schools.

Conclusions for the objectives evaluated. The overall Title I services to non-public schools were perceived by non-public school administrators and classroom teachers to be very effective in the areas of improving reading skills, developing language ability, and providing outdoor education through field trip transportation. In general, the school administrators wanted the same services continued during the 1970-1971 school year as they had during the 1969-1970 school year.

Implementation of Project Evaluation Feedback

Project evaluation feedback provided information to agencies associated with the planning of the Title I Program so future modifications of projects would be facilitated to strengthen the operation of the program. The perceptions of principals and teachers with respect to the Title I Program operation

gave the Title I Coordinator information about existing incongruencies between Title I Program intent and actual practice so that intent and practice might become one.

The data concerning the strengths and weaknesses of the projects will be used by project personnel to strengthen their projects through the alleviation of the previous project weaknesses.

Finally, project objectives for the 1970-1971 school year were built upon the baseline data gathered through the previous Title I evaluations conducted during the 1968-1969 and 1969-1970 school years.

TITLE I ESEA EVALUATION

1969-1970

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin

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INTRODUCTION

Federal funds granted to local school districts under Title I of the Elementary and Secondary Education Act are specifically intended to assist the local district in meeting the special needs of educationally disadvantaged children. During the 1969-1970 school year, the Milwaukee Public Schools received ESEA Title I funds which supported 25 academic and supportive service projects. These projects were designed to continue the emphasis on improving communication skills of pupils in kindergarten through grade 12 with special emphasis upon pupils in kindergarten through grade four.

Purpose of Evaluation

The Title I ESEA Evaluation 1969-1970 Report provides information to a reading audience composed of at least four interest groups: government agencies, project staff, Central Office administration, and the community represented by the Milwaukee Board of School Directors. The data collected for this report are formulated in such a manner that the report should transmit information to readers interested in the description, operation, and influence of Title I projects in the Milwaukee Public Schools.

Evaluation feedback assists the decision-making ability of those people involved in the planning, support, and direction of Title I projects. Those people with this decision-making authority constitute the four interest groups mentioned above for whom the present Title I ESEA Evaluation 1969-1970 Report is intended. According to the requirements of the Elementary and Secondary Education Act of 1965, this report must transmit information to the state and federal governments which can be used as a decision base for future

funding. The information of this report given to the Central Office administration can be used to review the development of project teaching techniques and materials in order to decide which projects, techniques, or materials should be implemented into the regular school program. A different level of information can be used by the project operations staff to make appropriate changes in course content and instructional methods for the following project year. The information about the influence of Title I projects given to the Milwaukee Board of School Directors can be used to direct the emphasis of the federal funds in accordance with community needs. Hence, the heterogenous composition of the audience of this report prohibits the development of a strictly technical report or a strictly descriptive report.

Previous Evaluation Strategies

For the first year and one half, Title I project evaluations consisted primarily of analyses of gain scores from pre- and posttests for participating pupils only. This strategy proved to be insufficient since it left unanswered the question of whether or not it was the Title I project or the characteristics of project pupils or a combination of the two that contributed to any significant achievement gains. Furthermore, the statistically significant gains may have lost their educational significance when compared to previous gains made by educationally disadvantaged children before Title I projects existed.

During the academic school year 1967-1968, the Title I evaluation attempted to compare the gains made by pupils in Title I projects with the gains made by similar pupils not in Title I projects. A limiting factor of this type of evaluation strategy was the equivocal comparability of pupils

in special Title I projects with pupils in the usual school programs. As part of an effort to provide better comparability between project and control pupils, statistical procedures known as multiple regression and covariance were used to lessen the initial group differences between Title I pupils and non-Title I pupils on several school measures.

Randomization of pupils from the same population to project and control groups was lacking in this evaluation strategy. Thus an arbitrary lower limit was set on the analysis and interpretation of data treated by multiple regression and covariance. At least 50 percent of the pupil test performance had to be accounted for by known variables such as IQ, grades, and attendance before any interpretation of the data was offered. On the basis of the 1967-1968 evaluation analysis, the conclusion was drawn that unknown variables were accounting for more of the pupil test performance than the identified variables used in the multiple regression and covariance model.

To lessen the amount of unaccounted variance in test performance, more expansive efforts were made in the 1968-1969 evaluation to identify the unknown variables which were accounting for pupil performance in the 1967-1968 academic year. This endeavor entailed the collection of more baseline variables than those gathered in 1967-1968 and especially the administration of pre-attitude scales and various pre-achievement subtests to all pupils in the sampled project and control groups. As many as 19 baseline variables were identified and analyzed during that year's evaluation.

Present Evaluation Strategy

The efforts made in the 1968-1969 evaluation to identify the unknown variables which were accounting for pupil performance were partially successful. These efforts were considered successful for the academic service projects but not for the supportive service projects. At least 50 percent of the pupil test performance was accounted for in many of the academic projects, this was not the case in many of the supportive service projects. On the basis of these findings, a decision was made to use evaluation approaches which would most clearly present the operation and influence of both academic and supportive service projects.

The academic projects were evaluated primarily through the use of pretest-posttest control group evaluation designs and pretest-posttest one group evaluation designs. The data for these designs were analyzed through multiple regression and covariance procedures and t-tests of related measures. Occasionally a project received a criterion-referenced evaluation since its objectives contained an achievement level which was to be mastered by the project pupils.

The supportive services were evaluated primarily through the case study approach. This approach attempted to give the reader a clearer understanding of the individualized objectives of these services, the means used to attain these objectives, and the final progress of the individual project pupil as perceived by a member of the project's professional staff.

The overall Title I Program was evaluated through the perceptions of school administrators and teachers operating at the project schools. However, the Title I ESEA Evaluation 1969-1970 Report intentionally focused on a project-by-project evaluation of pupil performance.

SECTION I

OVERVIEW OF TITLE I PROGRAM

This section of the report presents a description of pupil participation and involvement in the Title I Program as well as the perceptions of school administrators and project personnel regarding the effectiveness of the total Title I Program.

Pupil Participation by Grade Level

The number of pupils who have participated in the Title I intensive service projects as of April, 1970, in the public and non-public schools are displayed in Figures 1 and 2. Projects referred to as intensive included Special Kindergarten, Language Development, Reading Center, English as a Second Language, Psychological Services, Elementary Guidance, Secondary Guidance, Social Work, Special Education and Service Centers, Secondary English Language Arts, Secondary Mathematics, Secondary Science, and Secondary Social Studies.

Unduplicated counts by grade level of pupils participating in the Social Improvement and Outdoor Education projects were not included in Figures 1 and 2 since these projects involved such large numbers of pupils on a non-intensive basis that the time and effort involved in the collection of unduplicated counts would have been disproportionate to the value of the data.

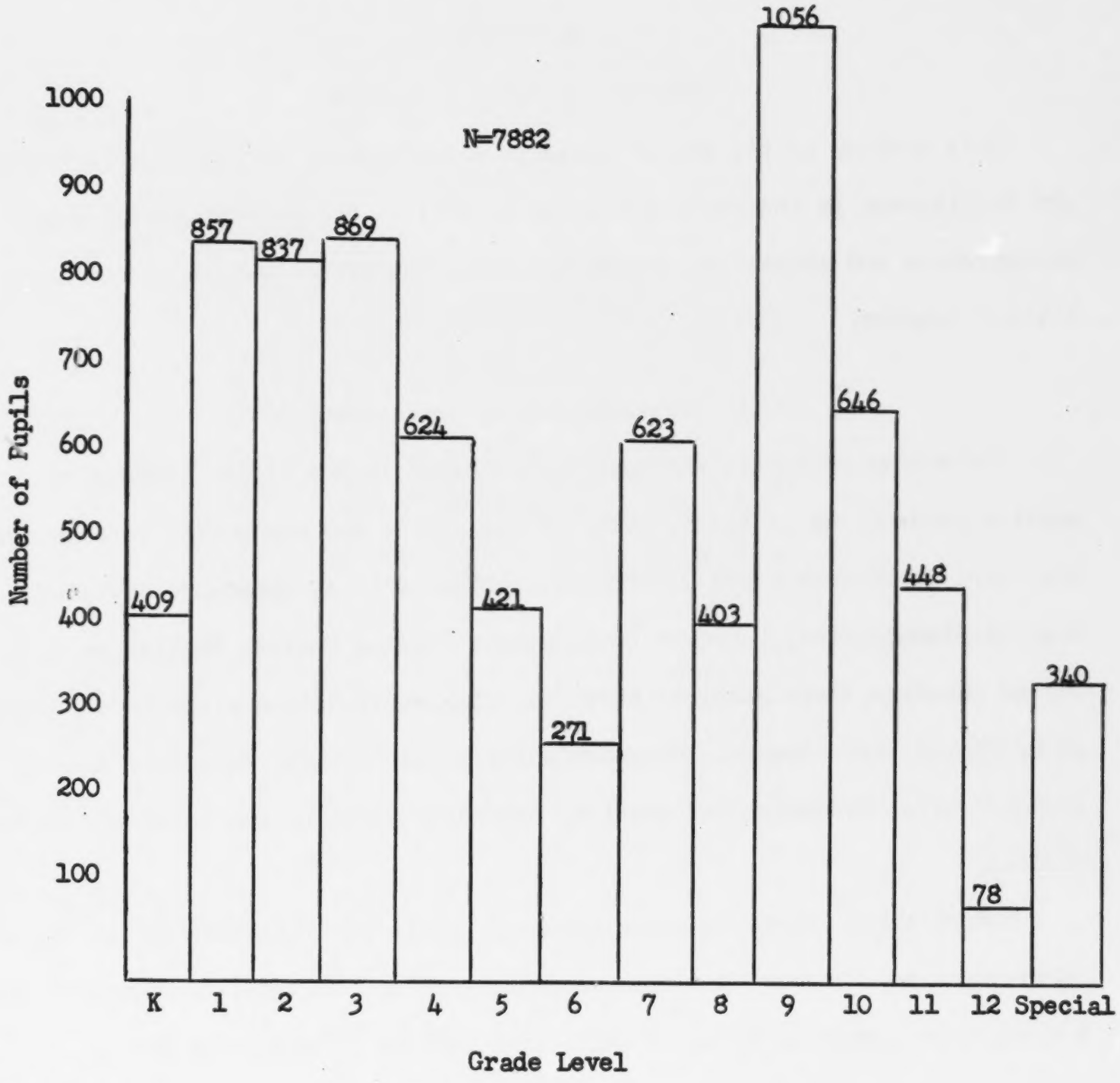


Fig. 1—Pupil Participation in Title I Program, Public Schools, April, 1970

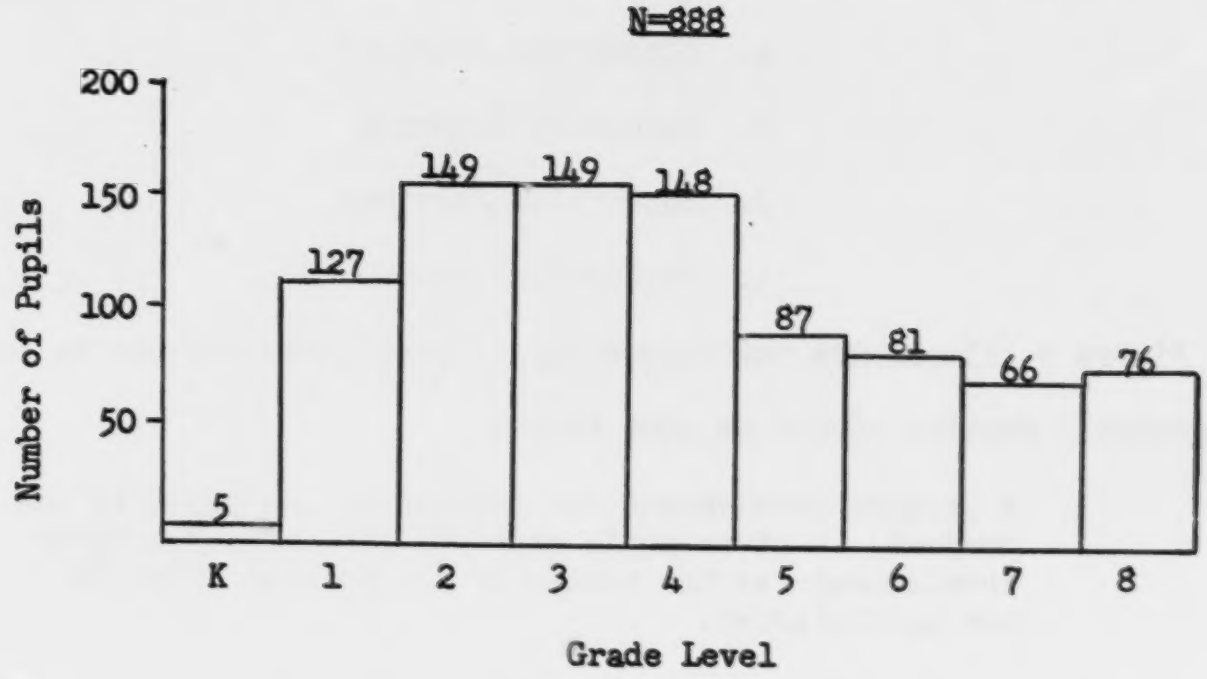


Fig. 2--Pupil Participation in Title I Program,
Non-Public Schools, April, 1970

Figures 1 and 2 indicate that the heaviest concentration of Title I pupil participation was in grades 1, 2, 3, and 9 in the public schools and in grades 2, 3, and 4 in the non-public schools. One of the directions of the Title I Program is to concentrate its service on pupils in kindergarten through grade four. This intent is gradually being accomplished.

The ratio of public school Title I pupil participation to non-public school Title I participation was approximately 7,882 to 888. As of September, 1969, the ratio of Title I public school enrollment to Title I non-public school enrollment was 27,800 to 3,135. Both ratios reduced to approximately nine to one.

Title I Program Involvement

Title I projects were categorized into four broad categories:

1. Elementary Academic
2. Secondary Academic
3. Supportive Services
4. Residential Homes

Figure 3 illustrates the proportion of pupil involvements in the four categories. Mention should be made that:

1. A program involvement was defined as one pupil in one project. A given pupil accounts for as many program involvements as the number of projects in which he has participated.
2. Outdoor Education involvements (33,043) were not included since a given pupil was counted each time he participated in a field trip.

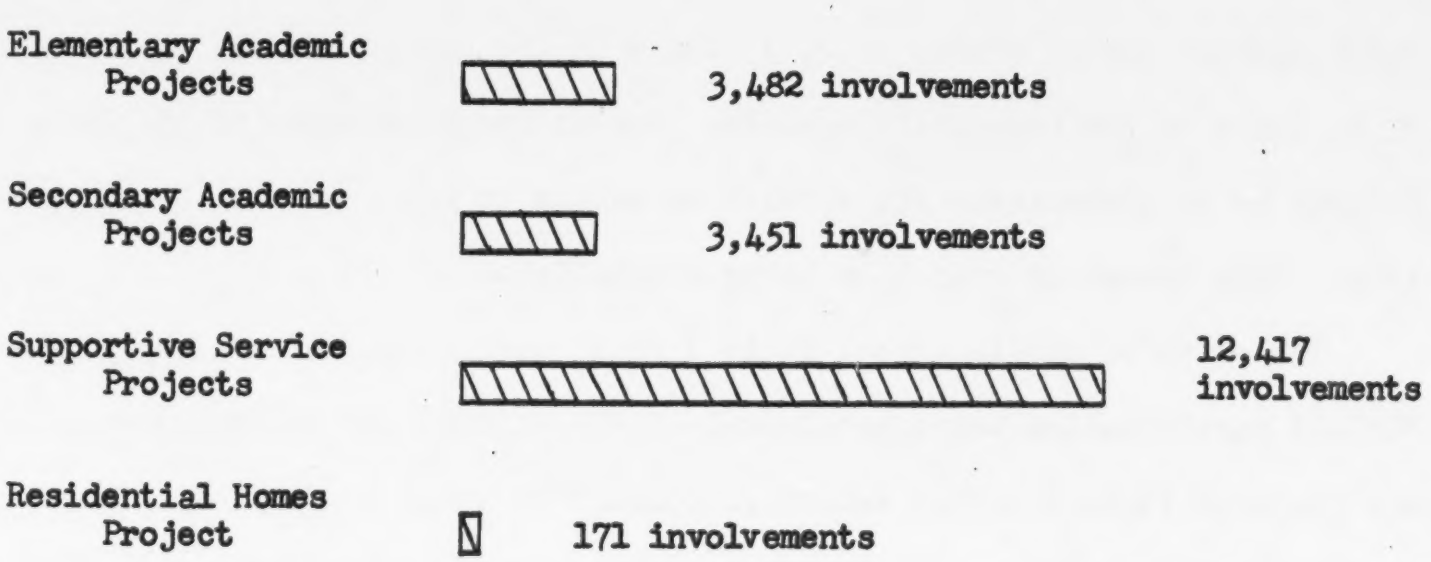


Fig. 3—Title I Program Pupil Involvements, 1969-1970

Since one aim of Title I is to concentrate its services on the most disadvantaged pupils, data were collected to demonstrate the enactment of this goal through multiple project involvement for Title I participants. Figure 4 exhibits this duplication of involvement in projects for pupils in public elementary and secondary schools and in non-public schools. Participation in Outdoor Education and Social Improvement projects have not been included due to the disproportionately large number of pupils participating in these projects. Percentage totals may not equal 100% due to rounding.

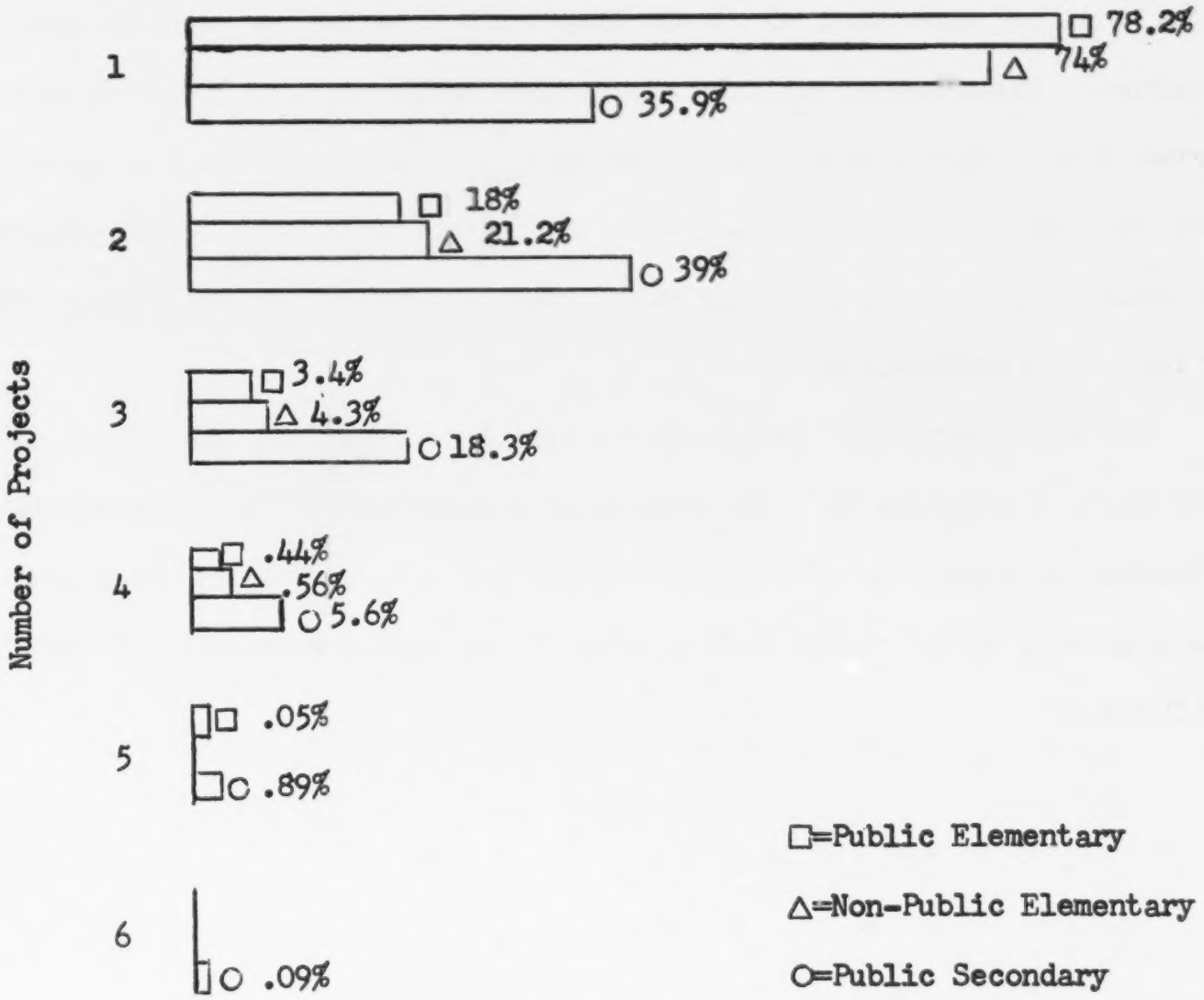


Fig. 4--Percentage of Pupils Participating in Multiple Projects, Public and Non-Public Schools

Figure 4 indicates that most Title I pupils at the elementary level, public, 78.2%, and non-public, 74.0%, participated in only one project while the majority of public secondary Title I pupils, 63.9%, participated in more than one project.

Administrator Perception of Title I Program

A combined judgment of both the principal and assistant principal regarding the value of the Title I Program at their school was considered an essential ingredient for a perceptive and representative program evaluation. Questionnaires were sent to the 24 ESEA Title I elementary schools and 23 were returned. These school administrators were asked to mark those projects that served their schools during this year and the previous year. In addition, they were asked to list the two most effective and the two least effective projects at their school, along with possible reasons for this effectiveness or lack of effectiveness.

The administrators' responses to questions regarding the affect of the ESEA Title I projects at their school on various educational components are presented in Figure 5. The impact of the Title I Program on these components was evaluated on a 5-point scale, with "excellent" weighted 5 and "poor" weighted 1.

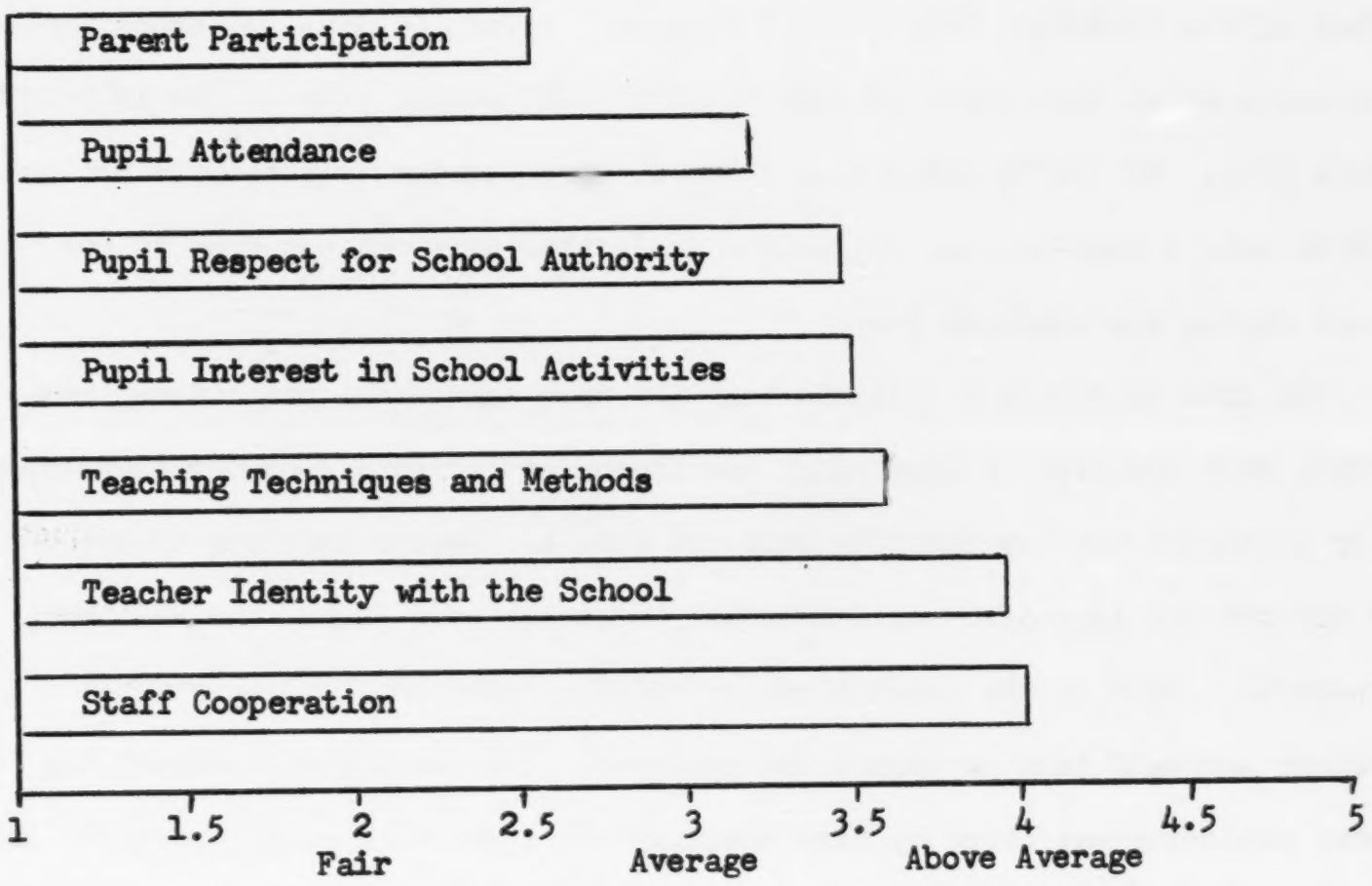


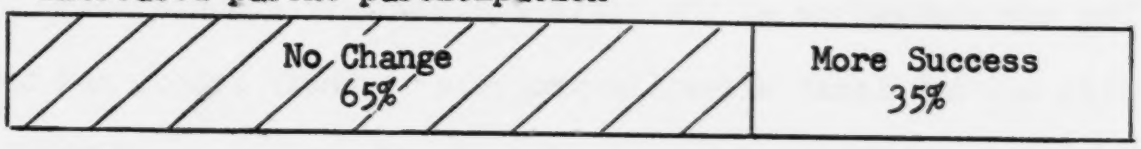
Fig.5--Principals' and Assistant Principals' Perceptions of 1969-1970 ESEA Title I Program Impact

Figure 5 indicates that the impact of the Title I Program was rated above average on the educational components of staff cooperation, teacher identity with the school, teaching techniques and methods. The impact of the program on pupil respect for school authority, pupil attendance, and parent participation was perceived as being average. The highest rated impact of the Title I program was on staff cooperation, followed by the impact on teacher identity with the school.

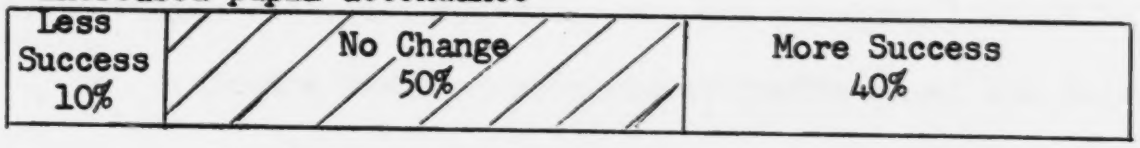
The affect of the 1969-1970 ESEA Title I Program was compared to the affect of the 1968-1969 ESEA Title I Program. Figure 6 lists the educational components which were compared from the 1968-1969 school year to the 1969-1970 school year. Of the 23 responding schools, three administrators were not qualified to make a year-to-year comparison since they were not assigned to the school during the previous year.

The data in Figure 6 indicate that the most successful educational component, when compared to last year, was increased intrastaff cooperation followed by increased teacher identity with the school. Better teaching techniques and methods and increased pupil interest in school were judged the next most successful. Half of the administrators noted a reduction in disciplinary problems and half felt no change had occurred. Increased pupil respect for school authority was cited by nine administrators as being more successful in the 1969-1970 school year and eight cited an increase in pupil attendance; however, two administrators noted a decrease in attendance. Seven administrators cited increased parent participation over last year.

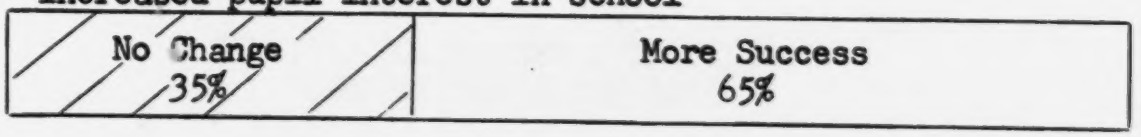
Item 1: Increased parent participation



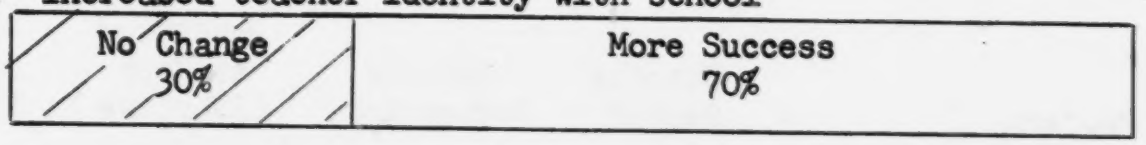
Item 2: Increased pupil attendance



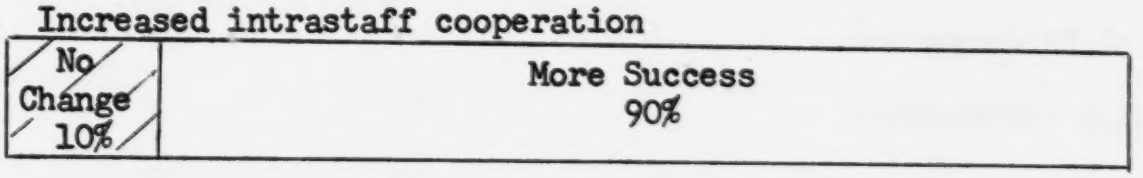
Item 3: Increased pupil interest in school



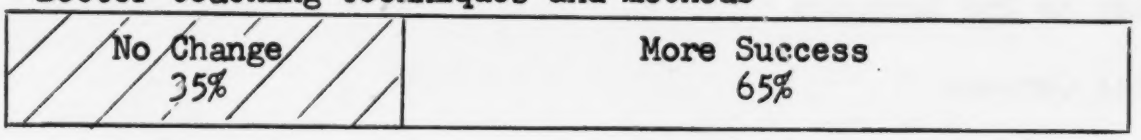
Item 4: Increased teacher identity with school



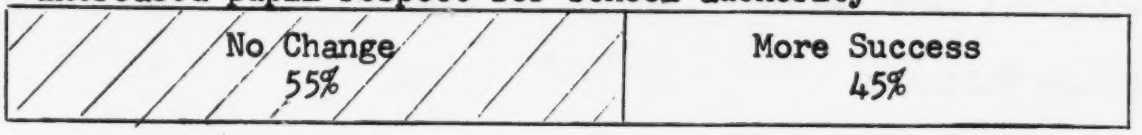
Item 5: Increased intrastaff cooperation



Item 6: Better teaching techniques and methods



Item 7: Increased pupil respect for school authority



Item 8: A reduction in disciplinary problems

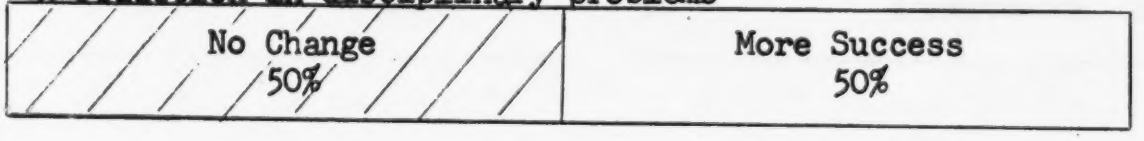


Fig. 6—Comparison of 1968-1969 to 1969-1970
ESEA Title I Program Impact

The administrators of the Title I elementary schools noted the two most effective and two least effective projects at their school and the possible reasons for this effectiveness or lack of effectiveness. Table 1 includes a list of Title I projects and administrator responses regarding the most effective and least effective projects in their schools.

TABLE 1

ADMINISTRATOR PERCEPTION OF TITLE I
PROJECT EFFECTIVENESS

Project	Schools Served	Schools Responding	Perceived as Most Effective	Perceived as Least Effective
Special Kindergarten	6	6	3	0
Language Development	22	20	4	2
Reading Center	23	22	15	2
English as 2nd Language	7	7	0	0
Service Centers	13	10	0	3
Outdoor Education	24	15	1	4
Psychological Services	24	22	8	7
Elementary Guidance	21	21	7	5
Social Work	24	23	6	2
Social Improvement	22	21	2	10

The Reading Center project was cited by 15 of 22 responding administrators as one of the two most effective projects in their schools. Seven of the 15 considered the reading teacher's ability to work with the school staff as a main reason for the project's success. Pupil growth in reading was listed by seven administrators as a major reason for its selection as one of the most effective projects.

The Psychological Services project was considered to be one of the two most effective projects by eight of 22 responding administrators. Four of the eight said that this effectiveness was due primarily to the fact that psychologists provided information which helped teachers understand pupil problems.

The Elementary Guidance project was cited as one of the two most effective projects in their school by seven of 21 responding administrators. Need for service, counselor's ability, and providing teacher's insight into pupil problems were each listed three times as measures of project success.

The Social Work project was considered to be one of the two most effective projects in their schools by six of 23 responding administrators. Improved home-school relations and the professional ability of the social worker were listed as reasons for project effectiveness.

The two least effective projects operating in the elementary schools were identified along with the reason for their limited effect. The Social Improvement project was considered by ten of 21 responding administrators as one of two least effective projects. Not enough classroom time was mentioned by four administrators as the reason for this limited effect and three administrators considered the lack of teacher rapport with pupils as a limiting

factor. The Psychological Services project was considered as one of the two least effective projects by seven administrators. The individual psychologist was considered the cause of this lack of project effectiveness by three administrators and the limited amount of time devoted to the school was considered the main factor in project ineffectiveness by two other administrators.

Teacher Perception of Title I Academic Program

All academic service project teachers were asked to respond to a questionnaire concerning their perceptions of the impact of Title I academic projects. Of the 121 teachers who received questionnaires, 106 returned the questionnaire. Project teachers were asked to cite the areas of greatest pupil development in their project. Figure 7 presents the teacher perceptions of area impact, given in percentages.

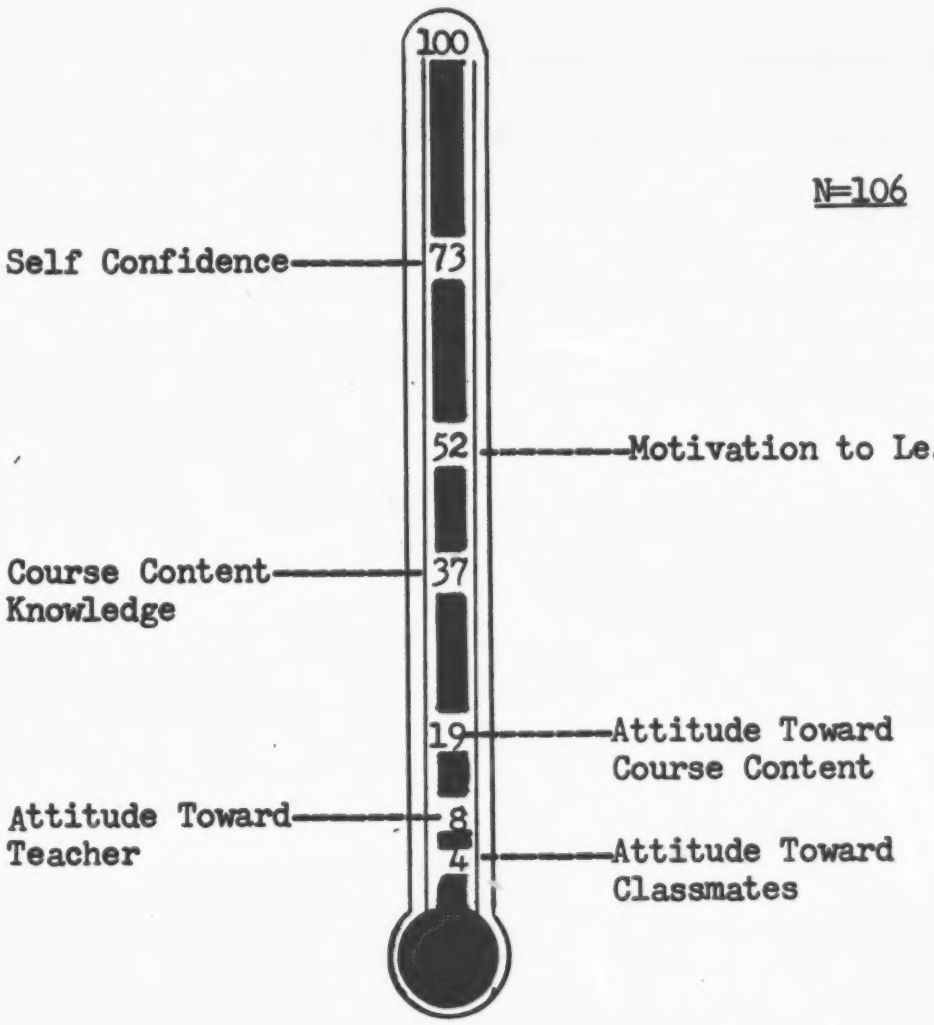


Fig. 7—Teacher Perception of Title I Academic Program Impact

Project teachers perceived the academic projects to have greater impact upon the affective domain than the cognitive domain. Self-confidence was cited by 73 percent of the 106 responding teachers as one of the two areas in which pupils demonstrated greatest development. Motivation to learn was perceived by 52 percent of the 106 project teachers as one of the areas of greatest pupil development, course content knowledge by 37 percent, attitude toward course content by 19 percent, attitude toward teacher by eight percent, and attitude toward classmates by four percent. Seven percent of the responding teachers perceived the impact of the Title I academic program to be influencing factors other than those displayed in Figure 7. The percent of responses should total 200 percent since each factor had two chances per teacher to be mentioned as one of the two areas of greatest pupil development resulting from the Title I academic program.

SECTION II

PROJECT EVALUATION FINDINGS

Elementary Academic Projects

1. Language Development
2. Reading Center
3. Special Kindergarten
4. English as a Second Language

+6

LANGUAGE DEVELOPMENT

GRADE LEVEL: K-2

NUMBER OF PUPILS: 928

PROJECT BUDGET: $59,953.00

STAFF:
1 Administrator*
13 Language Therapists**
1 Supervising Teacher**
1 Clerical

SCHOOLS INVOLVED:

Allen-Field	Lloyd	Boniface Community
Auer	MacDowell	Bruce-Guadalupe Community
Brown	McKinley	Leo Community
Fifth	Meinecke	Michael Community
Forest Home	Ninth	Walker Point Community
Fourth	Palmer	
Garfield	Siefert	
Holmes	Twelfth	
Hopkins	Twentieth	
Kilbourn	Twenty-first	
Lee	Vieau	

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Board Funded
**70% Funded by State Division for Handicapped Children

LANGUAGE DEVELOPMENT

....to increase verbal and conceptual ability through the specialization of speech therapists functioning as language specialists....

Population

Kindergarten and P1-P2 children who exhibited an oral language deficiency were selected for inclusion in the project. Prior to treatment, project therapists administered a speech articulation test as a screening device to all children in the project classes. Therapists consulted with the classroom teachers to ascertain which children were most handicapped by a lack of oral language ability.

Using teacher recommendations, results of the articulation tests, and their own subjective evaluation, therapists ranked the children in each class as to their verbal ability, highest to lowest. The top 15% of each class was then eliminated since it contained the most verbal pupils. The lower 85% thus became the population from which treatment groups were selected.

Two groups of eight children each were then randomly selected from the list of pupils comprising the lower 85% of each P1 class. One group received treatment during the first semester and the other during the second semester.

In the case of the kindergarten classes, random sampling was used to select treatment and comparison groups of six children each.

Description

Small groups of eight P1-P2 pupils met with project therapists for 45 minutes a day, four days a week, for 15 weeks.

The manipulative approach to oral language training introduced a large variety of manipulative and tactile materials into the child's learning environment. Components of the approach included training on musical instruments, study of shapes, sizes, colors, and study of the senses.

The experiential-enrichment approach provided language experiences such as labeling, free expression, and spontaneous speech.

The modified structured approach was an adaptation of the Bereiter-Englemann method interacting with the experiential-enrichment approach. Pupils received 20 minutes of structured pattern drill followed by 25 minutes of spontaneous and relaxed speech treatment. During the structured segment, question and answer techniques stressed sentence patterning, vocabulary building, classification, labeling, describing, relationships, opposites, and cognitive skills.

Small groups of six or seven kindergarten pupils met with project therapists for 30 minutes a day, four days a week for 15 weeks and used the experiential-enrichment approach.

Objectives Evaluated

At the conclusion of this project:

1. Kindergarten pupils, exhibiting an oral language deficit, will perform as well as or better than similar non-project kindergarten pupils when measured by the Peabody Picture Vocabulary Test and classroom teacher ratings of verbal language ability.

2. Kindergarten pupils, exhibiting an oral language deficit, will significantly increase their perceptual-verbal language skills when measured by the Peabody Picture Vocabulary Test and the Milwaukee Public Schools Language Development Scale.

3. The three methods of oral language training used with P1-P2 language disadvantaged children will differ in effectiveness when measured by the Ammons Quick Test and the Milwaukee Public Schools Language Development Scale.

Evaluation Procedures

Objective 1

> Kindergarten pupils, exhibiting an oral language deficit, will perform as well as or better than similar non-project kindergarten pupils when measured by the Peabody Picture Vocabulary Test and classroom teacher ratings of verbal language ability.

A pretest-posttest control group evaluation design utilizing random assignment of pupils to treatment and comparison groups was used to determine the degree of success of this project objective. The Peabody Picture Vocabulary Test was administered at the beginning and the end of the second semester to project and comparison pupils. The teacher ratings of pupil verbal language ability were given when a pupil entered and left the project. All post measures were analyzed through multiple regression and covariance to adjust scores for initial differences between project and non-project pupils on the variables of sex, IQ, teacher rating of verbal language ability, and Peabody Picture Vocabulary Test.

Objective 2

> Kindergarten pupils, exhibiting an oral language deficit, will significantly increase their perceptual-verbal language skills when measured by the Peabody Picture Vocabulary Test and the Milwaukee Public Schools Language Development Scale.

A t-test for related measures was used to determine if the difference between Peabody Picture Vocabulary pretest mean and posttest mean and the difference between the Milwaukee Public Schools Language Development Scale pretest mean and posttest mean were significant.

Objective 3

> The three methods of oral language training used with P1-P2 language disadvantaged children will differ in effectiveness when measured by the Ammons Quick Test and the Milwaukee Public Schools Language Development Scale.

The modified-structured, the manipulative, and the experiential-enrichment treatment groups were compared on the Milwaukee Public Schools Language Development Scale and the Ammons Quick Test. These posttest measures were adjusted through multiple regression and covariance for initial differences among the groups on the variables of sex, IQ, Milwaukee Public Schools Language Development Scale, teacher rating of verbal language ability, and the Word Meaning and Listening subtests of the Metropolitan Readiness Tests.

Project Operation Survey

All project teachers were requested to fill out a questionnaire regarding the supervision of the project, the strengths and weaknesses of the project, and the two areas of greatest pupil development resulting from the project.

Parent Survey

Parents of children who had participated in the Language Development project were asked to respond to a questionnaire concerning parental knowledge and involvement in the project. Questionnaires were delivered to 301 parents. A follow-up postal card reminder was sent to those parents who did not respond within a week.

Classroom Teacher Survey

Classroom teachers in public and non-public schools, whose pupils participated in the Language Development project, were asked to respond to a questionnaire concerning pupil improvement in the project.

Previous Evaluation Findings

The Language Development project in the Milwaukee Public Schools commenced in February, 1966. A pretest-posttest control group evaluation design used during this semester compared project and comparison groups on the Ammons Quick Test. The project group mean gain was greater than the comparison group mean gain, but the difference was not statistically significant.

The 1966-1967 formal evaluation utilized a Solomon four-group design to evaluate language achievement. One of two project groups achieved significantly higher on the Ammons Quick Test than both comparison groups.

The 1967-1968 formal evaluation compared project and comparison groups on measures such as the Ammons Quick Test, attendance, and teacher rating of pupil reading level. These post measures were adjusted by multiple regression and covariance for initial differences between the two groups in IQ and attendance. No significant differences were found between project and control groups on any of the criterion measures.

In 1968 the project was cited as one of twenty exemplary projects for the education of disadvantaged children in the United States by the American Institute for Research in the Behavioral Sciences.

The 1968-1969 formal evaluation considered a wider range of pupil achievement and attitudes than previous years' evaluations. A multiple regression analysis of first semester pupil achievement (using the Illinois Test of Psycholinguistic Abilities as the criterion measure--adjusting for initial group differences in IQ, attendance, Word Meaning and Listening subtests of the Metropolitan Readiness Test) revealed no significant difference between project and comparison pupils in psycholinguistic ability. Another multiple regression and covariance analysis of second semester pupil attitudes toward school and self (using a locally devised attitude scale as the criterion measure--adjusting for initial group differences in IQ and attitude toward self and school) revealed no significant difference between project and comparison groups. A third multiple regression and covariance analysis compared project and comparison groups on attendance, reading level, and the Listening and Word Analysis subtests of the Cooperative Primary Tests. These post measures were adjusted for initial differences between project and comparison pupils in attendance, IQ, Metropolitan scatter, age, and the Word Meaning, Listening, and Alphabet subtests of the Metropolitan Readiness Tests. The only significant difference found was in favor of the comparison group on teacher rating of reading level; however, the findings for this evaluation were somewhat equivocal since less than half of the pupil performance was accounted for by the adjusting variables. (See Appendix A.)

Throughout the years of the project's existence, administrators, teachers, and parents have expressed very positive reactions toward the Language Development project.

Current Evaluation Findings

Objective 1

Kindergarten pupils, exhibiting an oral language deficit, will perform as well as or better than similar non-project kindergarten pupils when measured by the Peabody Picture Vocabulary Test and classroom teacher ratings of verbal language ability.

TABLE 2

LANGUAGE DEVELOPMENT FOR KINDERGARTEN TREATMENT AND COMPARISON PUPILS: REGRESSION ANALYSIS

N=107; n(X)=58, n(c)=49

Criterion Measure	R^2	Adjusted Means X	Adjusted Means C	F-ratio
Peabody Picture Vocabulary Test	.3106	49.91	48.38	1.06
Teacher Rating	.4303	13.71	14.18	0.67

Adjusting variables: sex, IQ, group membership, teacher rating of verbal language ability, Peabody Picture Vocabulary Test.

The post measures of the Peabody Picture Vocabulary Test and the classroom teacher rating of verbal language ability for both treatment and comparison pupils were adjusted for initial group differences in sex, IQ, teacher rating of verbal language ability, and Peabody Picture Vocabulary Test. The analysis presented in Table 2 indicated that there was insufficient evidence to conclude that there was a significant difference between project pupils and non-project pupils on teacher ratings and the Peabody Picture Vocabulary Test. Objective 1, as stated, was considered to be met. Since Title I pupil selection criteria specified that pupils showing the greatest disability be placed into the project it was considered a positive finding, in a practical sense, whenever project pupils performed as well as non-project pupils of lesser disability.

2

Objective 2

Kindergarten pupils, exhibiting an oral language deficit, will significantly increase their perceptual-verbal language skills when measured by the Peabody Picture Vocabulary Test and the Milwaukee Public Schools Language Development Scale.

TABLE 3

LANGUAGE DEVELOPMENT FOR KINDERGARTEN TREATMENT PUPILS: PRETEST-POSTTEST ANALYSIS

Criterion Measure	N	Criterion Mean Difference	Variance of the Difference	t-ratio
Peabody Picture Vocabulary Test	54	8.30	10.96	5.50*
MPS Language Development Scale	59	20.14	6.55	9.23*

*Significant at the .01 level

The related t-test analysis of project pupil growth in vocabulary as measured by the Peabody Picture Vocabulary Test and pupil growth in language development as measured by the Milwaukee Public Schools Language Development Scale is displayed in Table 3. Objective 2 was accomplished since the data in this table indicated significant pupil growth on both criterion measures.

Objective 3

The three methods of oral language training used with P1-P2 language disadvantaged children will differ in effectiveness when measured by Ammons Quick Test and the Milwaukee Public Schools Language Development Scale.

TABLE 4

PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS FOR PUPILS IN THREE LANGUAGE DEVELOPMENT METHODS

n(I)=34, n(II)=20, n(III)=17

Criterion Measure	I Modified Structured		II Manipulative		III Experiential-Enrichment	
	$\bar{x}$	sd	$\bar{x}$	sd	$\bar{x}$	sd
Pintner-Cunningham Primary Test	89.6	10.9	88.3	11.6	83.2	8.3
MPS Language Development Scale						
Pretest	46.9	10.7	41.1	8.3	44.2	10.0
Posttest	68.8	12.0	66.0	9.3	67.3	9.0
Teacher Rating of Language Ability						
Pre Rating	14.0	3.2	12.2	4.3	14.4	3.2
Post Rating	14.7	2.8	13.6	3.6	13.9	2.9
Metropolitan Readiness Pretest						
Word Meaning	5.7	1.9	5.6	1.9	6.2	2.0
Listening	10.0	2.5	9.7	2.0	9.8	2.1
Ammons Quick Test						
Posttest	32.7	4.0	33.8	4.3	32.8	5.0

Table 4 displays the means and standard deviations of the pre and post measures used in the evaluation of the three language development methods. These data give the reader some insight into the description of the pupils in the three group methods.

TABLE 5

MPS LANGUAGE DEVELOPMENT SCALE SCORES FOR PUPILS IN THREE DEVELOPMENT METHODS: PRETEST-POSTTEST ANALYSIS

Method	N	Criterion Mean Difference	Variance of the Difference	t-ratio
Modified Structured	36	21.83	9.91	13.22*
Manipulative	21	25.38	8.75	13.28*
Experiential-Enrichment	20	21.05	10.74	8.76*

*Significant at the .01 level

The data in Table 5 indicate that project pupils in all three methods made significant gains in language development as measured by the Milwaukee Public Schools Language Development Scale. However the more important question to be answered was whether one of the three approaches was better than either of the others in developing language ability. The data in Table 6 addressed this question.

TABLE 6

LANGUAGE DEVELOPMENT: FIRST SEMESTER REGRESSION ANALYSIS OF THREE DEVELOPMENT METHODS

N=71; n(I)=34, n(II)=20, n(III)=17

Criterion Measure	R^2	Adjusted Means I	II	III	F-ratio
Milwaukee Public Schools Language Development Scale	.4755	66.87	68.03	68.75	0.31
Ammons Quick Test	.1894	32.40	34.58	32.51	1.63

Adjusting variables: sex, IQ, Milwaukee Public Schools Language Development Scale, teacher rating of verbal language ability, Word Meaning and Listening subtests of the Metropolitan Readiness Tests, and group membership.

Table 6 presents the results of multiple regression and covariance analysis with criterion measures of the Milwaukee Public Schools Language Development Scale and the Ammons Quick Test adjusted for initial differences between project and non-project pupils on variables such as sex, teacher rating of verbal language ability, and the Word Meaning and Listening subtests of the Metropolitan Readiness Tests.

The data in Table 6 indicated that there was insufficient evidence to conclude that any of the three methods was more effective than either of the other methods in the language development of disadvantaged pupils.

The first semester's study of the relative effectiveness of the three methods of language development training was replicated during the second semester with two additional criterion measures: the Word Analysis and Reading subtests of the Cooperative Primary Tests. The only significant difference found among the three methods was pupil performance on the Reading subtest of the Cooperative Primary Tests. Further comparisons between the mean scores of

the three methods on the Reading subtest revealed only one significant difference. Pupils in Method II, the manipulative approach, did significantly better than pupils in Method III, the experiential-enrichment approach. Table 7 indicates the results of the second semester analysis of the three methods used in the Language Development project.

TABLE 7

LANGUAGE DEVELOPMENT: SECOND SEMESTER REGRESSION ANALYSIS OF THREE DEVELOPMENT METHODS

N=67; n(I)=22, n(II)=15, n(III)=30

Criterion Measure	R^2	Adjusted Means I	II	III	F-ratio
Milwaukee Public Schools Language Development Scale	.4153	71.41	76.96	71.25	2.35
Ammons Quick Test	.3399	37.46	35.64	35.55	0.87
Cooperative Primary Tests					
Word Analysis	.1034	18.40	21.99	18.06	1.25
Reading	.3605	15.27	21.31	13.02	6.71*

*Significant at the .05 level

Adjusting variables: sex, IQ, Milwaukee Public Schools Language Development Scale, Word Meaning and Listening subtests of the Metropolitan Readiness Tests, teacher rating of verbal language ability, and group membership.

Project Operation Survey

A questionnaire relating to the operation of the project was sent to the thirteen members of the project staff and was returned by all members.

Planning and supervision. The entire project staff felt that they were adequately involved in the structuring and planning of the project and did not need more structure and supervision. The project staff considered the project objectives appropriate for the pupils in the project. They stated that the project supervisor gave an adequate explanation of these objectives before or at the beginning of the first semester.

Strengths and weaknesses. The manipulative approach to language training was perceived as a good opportunity for a child to develop at his own pace through the handling of many materials. Some of the weaknesses of this approach were considered to be the lack of group interaction and group materials, the lack of drill and structure, and the inability of the disadvantaged child to work alone.

The experiential-enrichment method of language training was seen as being extremely flexible and varied, allowing all children an equal chance to speak out. The weaknesses perceived in this method were the lack of emphasis on drills, the need for stress on sequencing and classification, and the behavior problems precipitated by a loosely-structured atmosphere.

The combined modified structured and experiential-enrichment method was seen as an excellent approach to sentence patterning and classification. Teachers thought this method gave the child an opportunity for success since the child knew what was expected of him. The weaknesses of this method included its monotony and rigidity which reduced pupil spontaneity.

Areas of pupil development. More than half of the responding teachers thought that the two areas of greatest pupil development were self-confidence and course content knowledge.

Parent Survey

Questionnaires were returned by 174 of 301 parents. Of those parents responding, 88 percent knew that their children were participating in the project and 96 percent felt the project had benefited their children in some way. Eighty-four percent of the parents responded that their children spoke more after being in the project and 71 percent said their children listened better than at the beginning of the project. Ninety percent of the responding parents indicated that they had visited the school during the past year primarily for parent conferences and classroom visitations to project classes.

Classroom Teacher Survey

Questionnaires were returned by 53 of the 82 classroom teachers. Seventy-eight percent of the responses indicated that sufficient interaction existed between project therapist and classroom teacher. Seventy-eight percent of the classroom teachers felt that the language facility of their pupils was either better or much better at the end of treatment than before treatment. These teachers felt the greatest pupil improvement was in the areas of speaking skills, listening skills, and correct grammar usage, in that order. Classroom teacher recommended expansion of the project at the kindergarten level and the provision of more conferences between therapist and teacher regarding the progress of individual pupils.

READING CENTER

GRADE LEVEL: 2-8

NUMBER OF PUPILS: 2,226

PROJECT BUDGET: $515,216.00

STAFF:
1 Supervisor
1 Supervising Teacher
46 Teachers
1 Clerical

SCHOOLS INVOLVED:

Allen-Field	Lee	Bethlehem Lutheran
Auer	Lloyd	Boniface Community
Brown	MacDowell	Bruce-Guadalupe Community
Fifth	McKinley	Emmaus Lutheran
Forest Home	Meinecke	Francis Community
Fourth	Ninth	Holy Ghost Lutheran
Garfield	Palmer	Leo Community
Holmes	Siefert	Martin Luther King Community
Hopkins	Twelfth	Michael Community
Kilbourn	Twentieth	Nazareth Lutheran
LaFollette	Vieau	St. Stephen Lutheran
	Walnut	Urban Day Community
		Walker Point Community

PROJECT OPERATION AND CONTROLS
Division of Curriculum and Instruction
Title I Office

READING CENTER

... to provide additional service to children who are deficient in basic reading skills ...

Population

Pupils in grades 2 through 8, who were achieving in the lower two-thirds of their class in reading, according to classroom teacher evaluation or standardized reading test scores, were eligible for selection for reading center treatment. In addition, many of these children were perceived by teachers to have exhibited certain behavioral characteristics that might affect their reading achievement such as:

1. A language deficiency
2. Poor school attendance
3. Disruptive, aggressive, or belligerent behavior
4. Lethargic, disinterested, or inattentive behavior
5. Shy or lacking in self-confidence.

Description

Reading Centers provided intensive small group instruction in needed reading skills for daily periods of 30 minutes per group.

The major areas of reading instruction emphasized were:

1. Pre-reading skills such as auditory and visual discrimination
2. Word recognition skills such as use of context clues, building of sight vocabulary, and phonetic analysis
3. Vocabulary development including use of the dictionary
4. Comprehension skills including critical reading
5. Study skills
6. Independent reading.

Reading centers were equipped with a variety of special materials and multi-media equipment such as high interest-low readability books, developmental readers, SRA Reading Laboratory materials, workbook materials, Frostig Programs for the Development of Visual Perception, reference materials such as encyclopedias, atlases, and dictionaries, filmstrips, Language Masters, overhead projectors, and Tachisto-Viewers.

Objectives Evaluated

At the end of the project:

1. Second grade pupils, who participated in the Reading Center project, will perform as well as or better than similar non-project second grade pupils on the Word Analysis and Reading subtests of the Cooperative Primary Tests.

2. The effectiveness of the Reading Center project at the second grade level will be the same for four groups of pupils categorized respectively by these behavioral characteristics: (1) poor attendance, (2) disruptive or aggressive behavior, (3) inattentive or disinterested behavior, (4) shy or lacking in self-confidence. Word Analysis and Reading subtests of the Cooperative Primary Tests will measure project effectiveness.

3. Fourth grade pupils, who participated in the Reading Center project, will perform as well as or better than similar non-project pupils on the Word Knowledge and Reading subtests of the Metropolitan Achievement Tests.

4. Ninety percent of the Reading Center teachers who attended the Reading Resource Teacher Training Workshop sessions will respond positively to a questionnaire concerning this in-service program.

Evaluation Procedures

Objective 1

> Second grade pupils, who participated in the Reading Center project, will perform as well as or better than similar non-project second grade pupils on the Word Analysis and Reading subtests of the Cooperative Primary Tests.

A pretest-posttest control group evaluation design was used to compare two groups of second grade pupils who had scored below the 67th percentile on the Word Analysis and Reading subtests of the Cooperative Primary Tests which had been administered prior to the start of treatment. A multiple regression and covariance model was used for data analysis. The criterion measures included posttest scores from the Word Analysis and Reading subtests

of the Cooperative Primary Tests. Initial differences between project pupils and non-project pupils were adjusted for variables such as sex, IQ, Word Analysis and Reading subtests of the Cooperative Primary Tests, reading level on report card, age, and group membership.

Objective 2

> The effectiveness of the Reading Center project at the second grade level will be the same for four groups of pupils categorized respectively by these behavioral characteristics: (1) poor attendance, (2) disruptive or aggressive behavior, (3) inattentive or disinterested behavior, (4) shy or lacking in self-confidence. Word Analysis and Reading subtests of the Cooperative Primary Tests will measure project effectiveness.

The posttest scores on the Word Analysis and Reading subtests for the four groups were adjusted for initial differences between the groups on such variables as sex, IQ, Word Analysis and Reading subtests, age, and reading level on report card. A comparison of the adjusted means for the four groups was made after the data were treated under multiple regression and covariance procedures.

Objective 3

> Fourth grade pupils, who participated in the Reading Center project, will perform as well as or better than similar non-project pupils on the Word Knowledge and Reading subtests of the Metropolitan Achievement Tests.

A pretest-posttest control group evaluation design was used to compare two groups of fourth grade pupils who had scored below the 67th percentile on the Vocabulary and Reading subtests of the Iowa Tests of Basic Skills which had been administered prior to the start of treatment. A multiple regression and covariance model was used to analyze the posttest scores for both groups on the Word Knowledge and Reading subtests of the Metropolitan

Achievement Tests. Initial differences between the groups were adjusted for such variables as sex, IQ, and Vocabulary and Reading subtests of the Iowa Tests of Basic Skills.

Objective 4

> Ninety percent of the Reading Center teachers who attended the Reading Resource Teacher Training Workshop sessions will respond positively to a questionnaire concerning this in-service program.

All participating Title I Reading Center teachers were requested to respond to a survey of their perceptions regarding the value of the Reading Resource Teacher Training Workshop sessions.

Project Operation Survey

All project teachers were requested to fill out a questionnaire concerning the supervision of the project, the strengths and weaknesses of the project, and the two areas of greatest pupil development resulting from the project.

Parent Survey

Parents of second and fourth grade pupils who had participated in the Reading Center project at public schools were asked to respond to a questionnaire concerning their perception of the value of the project. A follow-up postal card reminder was sent to those parents who did not respond within one week of the mailing date.

Parents of all pupils in the project at the non-public schools were sent the same questionnaire as parents of public school pupils.

Reading Center Teacher Survey

All Reading Center teachers were requested to answer a questionnaire concerning pupil achievement in skill areas taught in the project.

Previous Evaluation Findings

During the first semester of the project, a pretest-posttest control group evaluation design was used to observe reading achievement of project and comparison pupils on the California Reading Test. The project pupils averaged a five-month gain over a three and one-half month period as compared to the control pupils who gained an average of only one month over the same period. This difference between project and comparison groups was not statistically significant. A teacher rating scale found significant differences in favor of treatment pupils on scale items pertaining to eagerness to read, the use of basic reading skills, and the desire to learn through reading.

The 1966-1967 formal evaluation used a pretest-posttest one group evaluation design to study project pupil reading growth measured by the California Reading Test and the Wide Range Achievement Test. The project pupils showed achievement gains that were greater than what was normally expected for pupils over a half-year. Pupil attitudes toward school, self, and reading did not change significantly over this period of time.

The 1967-1968 formal evaluation compared project and comparison groups on their Metropolitan Reading Test scores. The reading scores for both groups were adjusted for initial group differences in IQ, attendance, conduct, and report card grades. No significant differences were found between project and comparison pupils in reading achievement.

In 1968 this project was one of 20 exemplary projects for the education of disadvantaged children in the United States cited by the American Institute for Research in the Behavioral Sciences.

The 1968-1969 formal evaluation utilized a pretest-posttest control group evaluation design to compare reading and vocabulary skills of project and comparison pupils. The criterion measures for the fourth and sixth grade pupils were the Vocabulary and Reading subtests of the Iowa Tests of Basic Skills. These test measures were adjusted for initial differences between project and comparison pupils in IQ, sex, age, and Vocabulary and Reading subtests of the Iowa Tests of Basic Skills.

No significant differences were found between project and comparison pupils except at the fifth grade level where comparison pupils scored significantly higher than project pupils on the Vocabulary subtest of the Iowa Tests of Basic Skills. The reliability of these findings was lessened somewhat by the inability of the adjusting variables to account for more than half of the pupil test performance. (See Appendix A.)

For all evaluation years, the project has been perceived positively by classroom teachers, project teachers, and school administrators.

Current Evaluation Findings

Objective 1

> Second grade pupils, who participated in the Reading Center, will perform as well as or better than similar non-project second grade pupils on the Word Analysis and Reading subtests of the Cooperative Primary Tests.

TABLE 8

SECOND GRADE READING CENTER AND COMPARISON GROUP
PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS

Measure	X		C	
	$\bar{x}$	sd	$\bar{x}$	sd
Pintner-Cunningham Primary Test	88.3	10.9	88.4	10.9
Cooperative Primary Tests				
Word Analysis				
Pretest	12.6	4.7	12.8	4.7
Posttest	18.1	4.8	18.0	5.0
Reading				
Pretest	20.0	6.2	22.3	7.2
Posttest	28.9	8.5	31.1	9.7
Report Card Reading Level	3.2	0.7	3.7	1.0

Table 8 presents the means and standard deviations on pre-and post measures for the project and comparison groups. These means and standard deviations point up the similarity between the project and comparison groups.

Table 9 indicates the results of the analysis of project and comparison pupil pretest and posttest differences in reading achievement.

TABLE 9

SECOND GRADE READING CENTER AND COMPARISON GROUP
TEST PERFORMANCE: PRETEST-POSTTEST ANALYSIS

N=196; n(X)=100, n(C)=96

Criterion Measure	Pretest Mean	Posttest Mean	Gain	t-ratio
Project Pupils				
Cooperative Primary Tests				
Reading	15.06	20.45	5.39	6.20*
Word Analysis	20.11	28.86	8.75	7.72*
Control Pupils				
Cooperative Primary Tests				
Reading	12.77	22.29	9.52	12.88*
Word Analysis	17.97	31.06	13.09	13.68*

*Significant at the .001 level

It is interesting to note that significant progress was made by both project and comparison groups when measured on the Word Analysis and Reading subtests of the Cooperative Primary Tests. However, the more important question of whether one group did better than the other was analyzed by the multiple regression and covariance procedure. The results of this procedure are presented in Table 10.

TABLE 10

SECOND GRADE READING CENTER AND COMPARISON GROUP
TEST PERFORMANCE: REGRESSION ANALYSIS

N=196; n(X)=100, n(C)=96

Criterion Measure	R^2	Adjusted Means X	Adjusted Means C	F-ratio
Cooperative Primary Tests				
Word Analysis	0.3265	29.81	30.12	0.09
Reading	0.2225	20.49	21.78	2.01

Adjusting variables: sex, IQ, Word Analysis and Reading subtests of the Cooperative Primary Tests, reading level on pupil report card, age, and group membership.

The achievement test data for second grade pupils were analyzed with multiple regression and covariance. The posttest scores for both groups on the Word Analysis and Reading subtests of the Cooperative Primary Tests were adjusted for initial differences between the groups on such variables as sex, IQ, Word Analysis and Reading subtests of the Cooperative Primary Tests, reading level on the report card, and age. The data in Table 10 indicated that there was insufficient evidence to conclude that significant differences exist between the Reading Center pupils and the comparison pupils in word analysis or reading skills. The objective, as stated, was considered met. Since the pupil selection criteria for Title I projects specified that pupils with the greatest disability be placed in the projects, it was considered a positive finding whenever project pupils did as well as non-project pupils of lesser disability.

Objective 2

> The effectiveness of the Reading Center project at the second grade level will be the same for four groups of pupils categorized respectively by these behavioral characteristics: (1) poor attendance, (2) disruptive or aggressive behavior, (3) inattentive or disinterested behavior, (4) shy or lacking in self-confidence. Word Analysis and Reading subtests of the Cooperative Primary Tests will measure project effectiveness.

Reading Center teachers were asked to categorize the second grade children attending reading center into one of five behavioral characteristic groups: poor attendance, disruptive or aggressive behavior, inattentive or disinterested behavior, shy or lacking in self-confidence, and none of these. The last group was eliminated from the analysis since it was hypothesized that effectiveness of reading center treatment would be the same for all children perceived as having some specific behavioral characteristic that might affect their reading achievement.

The results of an examination of the gains made by pupils in the four behaviorally categorized groups on the Cooperative Primary Word Analysis and Reading subtests are presented in Table 11.

TABLE 11

SECOND GRADE READING CENTER PROJECT PUPILS CATEGORIZED BY BEHAVIORAL CHARACTERISTICS: PRETEST-POSTTEST ANALYSIS OF BEHAVIORAL GROUP PERFORMANCE

N=88; n(I)=8, n(II)=20, n(III)=30, n(IV)=30

Group Behavioral Description	Criterion Measure	Pretest Mean	Posttest Mean	Gain	t-ratio
I. Poor Attendance	Word Analysis	16.38	26.13	9.75	3.73*
	Reading	13.63	18.50	4.87	1.88
II. Disruptive-Aggressive	Word Analysis	19.55	29.55	10.00	3.84*
	Reading	16.20	21.30	5.10	2.98*
III. Inattentive-Disinterested	Word Analysis	20.12	31.47	11.35	7.22*
	Reading	13.97	21.03	7.06	5.29*
IV. Shy and Lacking Self-Confidence	Word Analysis	21.18	26.74	5.56	2.62*
	Reading	15.74	19.89	4.15	2.52*

*Significant at the .01 level

Table 12 presents the results of a multiple regression and covariance analysis of posttest scores on the Word Analysis and Reading subtests of the Cooperative Primary Tests with adjustment for initial group differences on variables such as sex, IQ, Word Analysis and Reading subtests, reading level on pupil report card, and age. There was insufficient evidence to state that any group did significantly better than another behaviorally categorized group in the Reading Center project.

TABLE 12

SECOND GRADE READING CENTER PROJECT PUPILS CATEGORIZED BY BEHAVIORAL CHARACTERISTICS: REGRESSION ANALYSIS OF BEHAVIORAL GROUP PERFORMANCE

N=88; n(I)=8, n(II)=20, n(III)=30, n(IV)=30

Criterion Measure	R^2	Adjusted Group Means I	II	III	IV	F-ratio
Cooperative Primary Tests						
Word Analysis	.3884	26.77	29.92	28.85	28.64	0.89
Reading	.2793	20.73	18.86	17.73	18.24	0.97

Adjusting variables: sex, IQ, Word Analysis and Reading subtests of the Cooperative Primary Tests, reading level on pupil report card, age, and group membership.

Objective 3

Fourth grade pupils, who participated in the Reading Center project, will perform as well as or better than similar non-project pupils on the Word Knowledge and Reading subtests of the Metropolitan Achievement Tests.

Table 13 presents the means and standard deviations on pre- and post measures for the project and comparison groups. The data from this table give the reader an idea of the similarity of the two groups on various educational measures.

TABLE 13

FOURTH GRADE READING CENTER AND COMPARISON GROUP
PRETEST AND POSTTEST MEANS AND STANDARD DEVIATIONS

N=285; n(X)=147, n(C)=138

Measure	X		C	
	$\bar{x}$	sd	$\bar{x}$	sd
Lorge-Thorndike Intelligence Tests	80.0	10.9	83.0	10.2
Iowa Tests of Basic Skills				
Vocabulary Pretest	26.4	6.7	25.7	6.3
Reading Pretest	28.0	5.9	28.0	5.7
Pre-Reading Level	7.9	1.5	9.0	1.6
Metropolitan Achievement Tests				
Word Knowledge Posttest	15.5	5.8	18.3	7.8
Reading Posttest	13.7	5.5	14.9	6.1

The achievement data displayed in Table 14 for fourth grade pupils were analyzed by multiple regression and covariance. The Word Knowledge and Reading subtest scores for project and non-project pupils were adjusted for initial differences between the groups on such variables as sex, IQ, Vocabulary and Reading subtests of the Iowa Tests of Basic Skills, and age. This analysis did not indicate sufficient evidence to conclude that project pupils did significantly better or worse than non-project pupils on the Word Knowledge and Reading subtests of the Metropolitan Achievement Tests. Objective 3 was considered accomplished. It was considered a positive finding, in a practical sense, whenever project pupils did as well as non-project pupils of lesser disability.

TABLE 14

FOURTH GRADE READING CENTER AND COMPARISON GROUP
TEST PERFORMANCE: REGRESSION ANALYSIS

N=285; n(X)=147, n(C)=138

Criterion Measure	R^2	Adjusted Means X	Adjusted Means C	F-ratio
Metropolitan Achievement Tests				
Word Knowledge	0.2902	16.20	17.53	3.12
Reading	0.2132	14.27	14.27	0.00

Adjusting variables: sex, IQ, Vocabulary and Reading subtests of the Iowa Tests of Basic Skills, reading level on pupil report card, age, and group membership.

Objective 4

Ninety percent of the Reading Center teachers who attended the Reading Resource Teacher Training Workshop sessions will respond positively to a questionnaire concerning this in-service program.

Forty-two of 46 Reading Center teachers responded to a questionnaire concerning the value of the Reading Resource Teacher Training Workshop. The workshop was rated as good in terms of organization by 38 teachers; 35 rated it good in terms of content. Half of the responding teachers thought that future workshop sessions should have greater provision for participants to exchange ideas and to take an active part. Objective 4 was considered accomplished.

Project Operation Survey

A questionnaire relating to the operation of the project was sent to the 46 project teachers. Forty-five project teachers responded to the questionnaire.

Planning and supervision. The majority of those project teachers responding felt that they were adequately involved in the structure and planning of the project. More structure and supervision was deemed unnecessary. The teachers indicated that the objectives were appropriate for pupils in the project. All those responding were satisfied with the explanation and communication of the project objectives. These objectives were communicated before or at the beginning of the first semester by a visit from the supervisor, an in-service meeting, and a copy of the project proposal.

Strengths and weaknesses. Seventeen of the 45 responding project teachers agreed that individual attention given to project pupils was the most effective aspect of the project. Five teachers mentioned that working with the classroom teachers was the most effective aspect of the project.

Twelve of the 45 responding project teachers agreed that the least effective aspect of the project was the large class size. The in-service program was considered the least effective aspect of the project by five teachers.

Areas of pupil development. Over half of the responding teachers felt that self-confidence and motivation to learn were the two areas of greatest pupil development.

Parent Survey

Questionnaires were returned by 222 of 411 parents. Of those parents responding, 89 percent knew that their child was participating in the project. Ninety-five percent of the parents responding felt that their child had benefited in some way from the project. Eighty-seven percent of the responding parents felt their child read better after being in the project and 63 percent felt their child read more at home now than at the beginning of the project.

Reading Center Teacher Survey

Ninety-one percent of the 46 Reading Center teachers responded to a questionnaire concerning pupil achievement in specific reading skill areas. Over 94 percent of those teachers responding perceived moderate or marked pupil improvement in word attack skills and in auditory and visual discrimination skills.

SPECIAL KINDERGARTEN

GRADE LEVEL: Kindergarten

NUMBER OF PUPILS: 162

PROJECT BUDGET: $61,648.00

STAFF:
1 Kindergarten Specialist*
6 Teachers**
6 Teacher Aides

SCHOOLS INVOLVED:

Brown
McKinley
Ninth
Siefert
Twentieth
Vieau

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Board Funded
**50% Board Funded

SPECIAL KINDERGARTEN

... to sustain the gains made in the Head Start Program and insure continuity of learning ...

Population

Kindergarten children enrolled in this project have had some type of Head Start program experience. These children usually need to broaden this exploration and manipulation of the environment and develop personal and social responsiveness as well as verbal vocabulary.

Description

The Special Kindergarten Project was a full day project permitting time for active work-and-play periods, individual and group participation, and various field trips and outdoor activities. A hot lunch program and a nap period were integral aspects of this program. Activities designed to promote the development of visual perception, naming, classifying, differentiating, symbol learning, problem solving skills, and psychomotor skills included the following:

1. Painting, crayoning, cutting, pasting, working with wood, water play and sand play, solving puzzles, manipulating form boards, building and playing with blocks and toys
2. Carrying on informal conversation, reading and telling stories, watching film strips, acting out stories, and using the Peabody Kit
3. Performing rhythmic movement to music, performing physical recreation activities, practicing simple table manners, etc.

The related supportive services of a psychologist, a speech therapist, a nutrition specialist, medical personnel, and a social worker were available to all project pupils.

Objectives Evaluated

After an academic year of involvement in Special Kindergarten:

1. Special Kindergarten pupils will score as well as or better than similar pupils enrolled in regular kindergarten in the areas of perception, cognition, listening, and expression as measured by the Anton Brenner Developmental Gestalt Test of School Readiness.

2. Teachers will rate pupils as average or above in social-emotional behavior as measured by the Social-Emotional Behavior Scale of the Anton Brenner Developmental Gestalt Test of School Readiness.

3. Teachers will rate pupils as average or above in self-confidence as measured by items B and L of the Readiness Rating Scales on the Anton Brenner Developmental Gestalt Test of School Readiness.

Evaluation Procedures

Objective 1

Special Kindergarten pupils will score as well as or better than similar pupils enrolled in regular kindergarten in the areas of perception, cognition, listening, and expression as measured by the Anton Brenner Developmental Gestalt Test of School Readiness.

A pretest-posttest control group evaluation design was used to study the relative influence of the Special Kindergarten and the regular kindergarten on pupils with Head Start experience. The Anton Brenner Developmental Gestalt Test of School Readiness was individually administered to both project and comparison pupils during the months of October and May. Raw scores and percentile ranks were given in November to each teacher whose pupils participated in the pretest sessions.

The comparison group consisted of regular kindergarten children with Head Start experience who met the selection criteria for Special Kindergarten but, for reasons not associated with the selection criterion for Special Kindergarten, were placed into a regular kindergarten class. The posttest scores for

both project and comparison groups were analyzed using a multiple regression and covariance statistical model with covariates of sex, age, group, race, and Anton Brenner Developmental Gestalt Test of School Readiness.

Objective 2

> Teachers will rate pupils as average or above in social-emotional behavior as measured by the Social-Emotional Behavior Scale of the Anton Brenner Developmental Gestalt Test of School Readiness.

During May, teachers of pupils in Special Kindergarten were requested to rate their pupils on the Social-Emotional Behavior Scale of the Anton Brenner Developmental Gestalt Test of School Readiness. This scale contains eight items covering social-emotional behavior such as dependability, consideration, goal direction, self-confidence, stability, motivation, and cooperation.

Objective 3

> Teachers will rate pupils as average or above in self-confidence as measured by items B and L of the Readiness Rating Scales on the Anton Brenner Developmental Gestalt Test of School Readiness.

In May, Special Kindergarten teachers were requested to rate pupils on the degree of independence and self-confidence demonstrated while in the project. Items B and L of the Readiness Rating Scales on the Anton Brenner Developmental Gestalt Test of School Readiness related to these two pupils traits.

Project Operation Survey

All project teachers were requested to fill out a questionnaire concerning the supervision of the project, the strengths and weaknesses of the project, and the two areas of greatest pupil development resulting from the project.

Parent Survey

The parents of all Special Kindergarten pupils were asked to respond to a questionnaire regarding their involvement in the project and the value of the project for their children.

Previous Evaluation Findings

The 1968-1969 formal evaluation centered around pupil growth in IQ and ratings of the project by parents, administrators, and teachers. Pupils in the Special Kindergarten project had higher IQ scores than did regular kindergarten pupils when measured by the Pintner-Cunningham Primary Test. However, former Head Start pupils in Special Kindergarten did not score significantly higher than former Head Start pupils in regular kindergarten when measured by the same test.

Administrators, parents, and teachers expressed favorable responses toward the value of the project in preparing pupils for school.

Current Evaluation Findings

Objective 1

Special Kindergarten pupils will score as well as or better than similar pupils enrolled in regular kindergarten in the areas of perception, cognition, listening, and expression as measured by the Anton Brenner Developmental Gestalt Test of School Readiness.

TABLE 15

SPECIAL KINDERGARTEN AND REGULAR KINDERGARTEN PUPIL PERFORMANCE ON THE ANTON BRENNER DEVELOPMENTAL GESTALT TEST OF SCHOOL READINESS: REGRESSION ANALYSIS

Background	Number of Pupils		R^2	Adjusted Means		F-ratio
	Special K	Regular K		Special K	Regular K	
All Students	75	70	.5144	55.03	46.86	16.81**
Head Start	56	19	.5244	48.12	43.08	3.24*

*Significant at the .05 level
**Significant at the .01 level
Adjusting variables: sex, age, Anton Brenner Developmental Gestalt Test of School Readiness, race, and group membership.

The results of the multiple regression and covariance procedure displayed in Table 15 indicated that the Special Kindergarten pupils scored significantly higher than regular kindergarten pupils on the Anton Brenner Developmental Gestalt Test of School Readiness which covered the areas of perception, cognition, listening, and expression.

Since the objective stated that pupils in Special Kindergarten were to be compared with similar pupils in regular kindergarten, only pupils with Head Start experience from both Special Kindergarten and regular kindergarten

were compared. To further approximate similarity between the two groups of pupils, posttest scores were statistically adjusted for each group by considering initial differences between the groups on variables such as sex, age, and Anton Brenner Developmental Gestalt Test of School Readiness scores. Data in Table 15 indicated that for pupils with a Head Start background, Special Kindergarten affects their school readiness more than regular kindergarten. The objective was met.

Objective 2

> Teachers will rate pupils as average or above in social-emotional behavior as measured by the Social-Emotional Behavior Scale of the Anton Brenner Developmental Gestalt Test of School Readiness.

The project teacher average rating score for 74 Special Kindergarten pupils at four schools on the Social-Emotional Behavior Scale of the Anton Brenner Developmental Gestalt Test of School Readiness was 27.5. This score, according to the author of the scale, was categorized above the <u>average</u> range on the scale. The concepts covered by this eight-item scale were dependability, consideration, goal direction, self-confidence, stability, motivation, and cooperation. The objective was accomplished.

Objective 3

> Teachers will rate pupils as average or above in self-confidence as measured by items B and L of the Readiness Rating Scales on the Anton Brenner Developmental Gestalt Test of School Readiness.

Items B and L of the Readiness Rating Scales on the Anton Brenner Developmental Gestalt Test of School Readiness covered pupil independence and self-confidence. The project teachers rated 74 pupils at four schools and gave this group of pupils an average rating of 3.06 out of a possible five

points on these two items. The objective was considered accomplished.

Project Operation Survey

A questionnaire relating to the operation of the project was returned by all six of the project teachers.

Planning and supervision. All project teachers felt the project objectives were appropriate for the types of pupils in Special Kindergarten. The teachers stated that they were adequately involved in the structuring and planning of the project and that more structure and supervision was not necessary. All agreed that an adequate explanation of the project objectives was communicated to them at an in-service meeting before the first semester began.

Strengths and weaknesses. Three teachers cited the amount of time to work with pupils provided by the full day Special Kindergarten as being the most effective aspect of the project. Two other teachers responded that the assistance of the social worker was the most effective aspect. There was no agreement among teachers as to the least effective aspect of the project.

Areas of pupil development. Five of the six teachers perceived that the greatest pupil development was in self-confidence and motivation to learn.

Parent Survey

Questionnaires were returned by 45 of 110 parents. The responses indicated that 31 of the parents had visited the Special Kindergarten classes several times, 12 parents visited once or twice, and only two parents did not visit the classes. A third of the parents felt they were well-informed about the project and only one parent felt he knew nothing about the project. Thirty-five parents perceived very much improvement in their children's

interest in school. One parent saw no change in the child's interest in school, two noted a decrease in interest, and one noted a marked decrease in interest. Of the 45 parents, 39 believed the project to be very successful, two somewhat successful, and three parents did not know. Only one parent felt that very little had been accomplished by the Special Kindergarten project.

ENGLISH AS A SECOND LANGUAGE

GRADE LEVEL: K-12

NUMBER OF PUPILS: 182

PROJECT BUDGET: $38,175.00

STAFF: 1 Curriculum Specialist*
3 Teachers

SCHOOLS INVOLVED:

Allen-Field
Forest Home
Garfield
Holmes
MacDowell
McKinley
Palmer
Vieau
Kosciuszko
Lincoln
South Division
Wells
West Division

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Board Funded

-2/-63-

+4

ENGLISH AS A SECOND LANGUAGE

... to provide special instruction for recently arrived foreign-born students unable to understand and speak English ...

Population

Recently arrived foreign-born pupils who did not understand or speak English were eligible participants for this project.

The specific requirements for entrance into the project were:

1. Judgment by the school principal that a pupil has a significant language handicap and a referral to the coordinator of foreign languages
2. Corroboration of the principal's judgment by a project teacher on the basis of pupil performance on an individual and informal oral understanding and speaking test.

Pupils from elementary school, junior high school, and senior high school participated in the project.

Description

The project directed itself toward developing pupil proficiency in four skills: Listening, Speaking, Reading, and Writing. Specific expected terms have been organized by the project staff for each of the four skill areas.

Pupils were withdrawn from their regular classrooms for two to five periods per week. The instructional period was 20 minutes for kindergarten pupils, 30 minutes for pupils in grades 1-4, and approximately one hour for pupils above fifth grade. It was expected that enrollment of a pupil continue until the mastery tests in the skill areas were passed on or until the end of two years in the project.

Objectives Evaluated

At the point of departure from the project:

1. Pupils will be able to master each of 17 subtests covering four areas of verbal communication skills: understanding, speaking, reading, and writing.

During the project:

2. Pupils will demonstrate a positive attitude toward school by exhibiting behaviors perceived by teachers to be indicative of a positive attitude and denoted on a locally designed School Attitude Check List.

Evaluation Procedures

Objective 1

> Pupils will be able to master each of 17 subtests covering four areas of verbal communication skills: understanding, speaking, reading, and writing.

Evaluation of the project progress toward this objective was based on data collected from the locally designed English as a Second Language Achievement Tests. This battery of tests covered listening, speaking, reading, and writing and was used as a mastery battery which had to be satisfactorily completed before the pupil was considered ready to leave the project. The number of pupils leaving the project because they met the mastery criteria was compared to the number of pupils leaving the project for other reasons. Along with data used for this comparison, another bit of data collected was the time required for a pupil to reach the mastery criteria.

Objective 2

> Pupils will demonstrate a positive attitude toward school by exhibiting behaviors perceived by teachers to be indicative of a positive attitude and denoted on a locally designed School Attitude Check List.

A behavior check list was designed and used by the teachers of the elementary school pupils in self-contained classroom situations. The items of behavior incorporated into the check list were related to these three areas:

1. Knowledge and acceptance of school routine.
2. Use of goal study habit.
3. Appreciation of native and of new cultural heritage.

Previous Evaluation Findings

The 1968-1969 formal evaluation was unable to assess the achievement proficiency of the project pupils in verbal communication skills since the English as a Second Language Achievement Tests had not been developed at that point in time.

Teachers not in the project, but at the project schools, believed the project to be instrumental in improving pupil self-image as well as bringing about a marked improvement in pupil attitude toward school.

Current Evaluation Findings

Objective 1

> At the point of departure from the project, pupils will be able to master each of 17 subtests covering four areas of verbal communication skills: understanding, speaking, reading, and writing.

TABLE 16

ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT PROFICIENCY STATUS OF PROJECT PUPILS FOR 1969-1970 ACADEMIC YEAR

Grade Level	Number of Pupils		
	Enrolled in Project	Becoming Language Proficient	Leaving Project
Senior High	32	10	18
Junior High	36	11	20
Elementary	114	36	63
All Levels	182	57	101

Table 16 indicates that 56 percent of the project pupils leave the project. The data indicated that 56 percent of the pupils leaving the project and 31 percent of the pupils enrolled during the year had accomplished Objective 1. The average time in the project for those who have achieved proficiency was 16.2 months. The average time for all pupils, without regard to the level of proficiency achieved, was 13.3 months.

Objective 2

> During the project, pupils will demonstrate a positive attitude toward school by exhibiting behaviors perceived by teachers to be indicative of a positive attitude and denoted on a locally designed School Attitude Check List.

The School Attitude Check List was used only for 73 elementary project pupils who were in self-contained classroom situations in which the teacher would know pupils well enough to report on specific behaviors. The recorded data in Figure 6 were the frequency of occurrence of specific behavior as reported by the classroom teacher.

I 77%

Knowledge and Acceptance of School Routine

Examples:

(a) Follows rules for crossing streets, traffic regulations.

(b) Understands and follows classroom rules.

II 53%

Practice of Good Study Habits

Examples:

(a) Begins work promptly.

(b) Shows initiative in doing more than is assigned.

III 36%

Appreciation of His Cultural Heritage and the New Cultural Patterns

Examples:

(a) Brings objects to class which illustrate his native culture.

(b) Demonstrates awareness of basic cultural values of the United States, such as national holidays, heroes, sports figures, and music.

IV 68%

Social Development

Examples:

(a) Enters into games during free play.

(b) Is willing to accept responsibility, such as taking a note to the office, transmitting a verbal message.

Fig. 8--Percent of Elementary English As A Second Language Project Pupils Exhibiting Behaviors Which Suggest Positive Attitude.

The index of accomplishment of the desired pupil behaviors shown on the inventory was the percent of the 83 pupils judged by the teacher to be demonstrating the checked behaviors at the time the inventory was completed in May. Figure 8 indicates that the area of greatest reported behavior success was the knowledge and acceptance of school routine. A conspicuous absence of positive behavior was found in the area of appreciation of both old and new cultural elements. The range of reported success was shown by the behavior of 25 percent of the pupils in relation to an item on native culture and by the behavior of 90 percent of the pupils in relation to an item indicating compliance with emergency procedures and drills. The pattern of response to the 34 items on the inventory suggested that the elementary pupils were willing to comply but not to show initiative. There was deference to adults and social acceptance of peers but a hesitancy to become involved.

Secondary Academic Projects

1. Fulton Reading Center
2. English Language Arts
3. Secondary Social Studies
4. Secondary Science
5. Secondary Mathematics
6. Secondary School Music

+6

FULTON READING CENTER

GRADE LEVEL: 7

NUMBER OF PUPILS: 70

PROJECT BUDGET: $10,840.00

STAFF: 1 Teacher

SCHOOL INVOLVED:

Fulton Junior High

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

+4

FULTON READING CENTER

....a multi-faceted approach to increasing the reading achievement of junior high school pupils....

Population

The following selection criteria determined seventh grade pupil participation in the project:

Facet I: Learning-100
1. Pupils at Fulton who scored below 3.0 on the Nelson Reading Test were selected for participation in this phase

Facet II: Milwaukee Adaptation of the Staats Motivated Learning Procedure
1. Pupils who scored between 2.0 and 3.0 on the Nelson Reading Test.
2. Pupils who scored between 2.0 and 3.0 on the Wide Range Achievement Test.
3. Pupils who were selected by teachers as severe behavior problems.

Facet III: Reading Resource Teacher to Nine Fulton Language Arts Teachers
1. All teachers in the seventh grade Language Arts program participated.

Description

Facet I was a multi-media, multi-model, multi-level communications skills system developed by the Educational Developmental Laboratories in 1964. The class period was divided into four cycles of instructions: perceptual accuracy and visual efficiency through instrument training, building experience, skill building work in small groups, and the application of skills through filmstrips, tapes, and recordings.

Teachers added team learning where pupils paired by reading level learned together. Game competition and reading materials at levels two, three, and four were essential components of this facet.

Facet II was a one-to-one tutoring system in which pupils were tutored by the Reading Center teacher. Positive reinforcement through tokens was given for progress with the Morgan Bay Mysteries, Books 1-8.

Facet III involved the Reading Center teacher for one hour a day to help Language Arts teachers plan programs for various reading levels and problems.

Objectives Evaluated

At the end of the second semester of the Fulton Reading Center project:

1. Pupils in "Facet I: Learning-100" will score as well as or better than comparison pupils at Fulton not in the project on the Nelson Reading Test.

2. Pupils in "Facet I: Learning-100" will, over the duration of nine months, maintain or lessen the difference between age-grade placement and reading achievement level as measured by the Nelson Reading Test.

3. Pupils in "Facet I: Learning-100" will attend school .05 more than comparison pupils at Fulton not in the project.

4. Pupils in "Facet II: Adaptation of the Staats Motivated Learning Procedure" will have increased their reading achievement level by at least three months over their pre-Wide Range Achievement Test reading level.

5. Pupils in "Facet II: Adaptation of the Staats Motivated Learning Procedure" will have a significantly higher reading level than comparison pupils at Fulton not in the project as measured by the reading level mastered on the Wide Range Achievement Test.

6. Pupils in "Facet II: Adaptation of Staats Motivated Learning Procedure" will increase their number of correct responses by 20 on the Basic Sight Word Test.

7. Pupils in "Facet II: Adaptation of Staats Motivated Learning Procedure" will have fewer extreme behavior referral cards than comparison pupils at Fulton.

8. Teachers at Fulton in "Facet III: Reading Resource Teacher" will increase the number of reading resource materials used during 1969-1970 as compared to the number used in 1968-1969.

Evaluation Procedures

Objective 1

> Pupils in "Facet I: Learning-100" will score as well as or better than comparison pupils at Fulton not in the project on the Nelson Reading Test.

A pretest-posttest control group evaluation design was used to compare project pupils and comparison pupils on the Vocabulary and Paragraph subtests of the Nelson Reading Test. Form A of the total test was administered as a pretest measure in September and Form B was administered as a posttest measure in April. The posttest scores were adjusted for initial differences between project and comparison pupils on sex and the Vocabulary and Paragraph subtests of the Nelson Reading Test.

Objective 2

> Pupils in "Facet I: Learning-100" will, over the duration of nine months, maintain or lessen the difference between age-grade placement and reading achievement level as measured by the Nelson Reading Test.

The Nelson Reading Test, Form A, was given to seventh grade pupils in September as a pretest measure and Form B was given in April as a posttest measure. Reading test scores in September were subtracted from a grade level of 7.0, while reading test scores in April were subtracted from 7.7 to determine the "gap" between grade level and reading achievement level. The "gap" scores were submitted to a t-test of differences between related measures.

Objective 3

> Pupils in "Facet I: Learning-100" will attend school .05 more than comparison pupils at Fulton not in the project.

The number of days project and comparison pupils were present was recorded for the second semester. A percentage based on days present and possible days

present was calculated for each group. The percentages for project and comparison pupils were compared to see if project pupils attended 105 percent as often as comparison pupils.

Objective 4

> Pupils in "Facet II: Adaptation of the Staats Motivated Learning Procedure" will have increased their reading achievement level by at least three months over their pre-Wide Range Achievement Test reading level.

A pretest-posttest one group evaluation design was used to determine pupil increase in reading achievement. The Wide Range Achievement Reading Subtest, Level 1, was administered to the project pupils in September and April to see if three months progress was attained.

Objective 5

> Pupils in "Facet II: Adaptation of the Staats Motivated Learning Procedure" will have a significantly higher reading level than comparison pupils at Fulton not in the project as measured by the reading level mastered on the Wide Range Achievement Test.

A pretest-posttest control group evaluation design was used to compare project and comparison pupils. In September the project and comparison groups were given the Vocabulary and Paragraph subtests of the Nelson Reading Test, the Wide Range Achievement Reading subtest, the Paragraph subtest of the Gray Oral Reading Tests, and the Basic Sight Word Test as pretest measures. The same battery was given to the two groups in April as posttest measures. The posttest scores were analyzed using multiple regression and covariance--adjusting for initial differences between project and comparison groups on the pretest measures, grade point averages, and attendance.

Objective 6

> Pupils in "Facet II: Adaptation of Staats Motivated Learning Procedure" will increase their number of correct responses by 20 on the Basic Sight Word Test.

A pretest-posttest one group evaluation design was used to determine increase in reading achievement. The Basic Sight Word Test was administered in September as a pretest measure and in April as a posttest measure to see if the objective was accomplished.

Objective 7

> Pupils in "Facet II: Adaptation of Staats Motivated Learning Procedure" will have fewer extreme behavior referral cards than comparison pupils at Fulton.

The records of the pupils in the project and comparison groups were compared with respect to the number of serious behavior referrals.

Objective 8

> Teachers at Fulton in "Facet III: Reading Resource Teacher" will increase the number of reading resource materials used during 1969-1970 as compared to the number used in 1968-1969.

A record was kept during the second semester of the number of items withdrawn from the reading resource center. In addition, teachers completed a questionnaire regarding their use of the reading resource center.

Previous Evaluation Findings

The 1968-1969 formal evaluation compared project pupils and non-project pupils on the Word Knowledge and Reading subtests of the Metropolitan Achievement Tests. These posttest scores were adjusted for initial differences between project pupils and non-project pupils on the variables of sex, IQ, age, Vocabulary and Reading subtests of the Iowa Tests of Basic Skills, conduct, attendance, grade point average, English grade, Mathematics grade, Social Studies grade, and achievement gap. The posttest scores were analyzed by a multiple regression and covariance model. There was insufficient evidence to conclude that project pupils did better or worse than non-project pupils on the Vocabulary and Reading subtests.

Current Evaluation Findings

Objective 1

> Pupils in "Facet I: Learning-100" will score as well as or better than comparison pupils at Fulton not in the project on the Nelson Reading Test.

TABLE 17

FULTON READING CENTER FACET I--LEARNING 100: REGRESSION ANALYSIS OF PROJECT AND COMPARISON PUPIL TEST PERFORMANCE

N=94; n(X)=44, n(C)=50

Criterion Measure	R^2	Adjusted Means X	Adjusted Means C	F-ratio
Nelson Reading Test				
Vocabulary	.5880	22.36	22.57	0.03
Paragraph	.4129	17.54	17.26	0.08

Adjusting variables: sex, group, Vocabulary and Paragraph subtests of the Nelson Reading Test.

Table 17 lists the adjusted posttest scores of project pupils and non-project pupils for the Vocabulary and Paragraph subtests of the Nelson Reading Test after initial differences between these two groups of pupils were accounted for on the variables of sex and the Vocabulary and Paragraph subtests of the Nelson Reading Test. The data indicated that for both Vocabulary and Paragraph sections of the Nelson Reading Test, there was insufficient evidence to conclude that "Facet I: Learning-100" brought about more or less pupil improvement in vocabulary and paragraph reading than did a comparison program. Objective 1, as stated, was considered to be met. Since the pupil selection criteria for Title I projects specified that pupils with the greatest disability be placed in the projects, it was considered a positive finding whenever project pupils did as well as pupils of lesser disability.

Objective 2

> Pupils in "Facet I: Learning-100" will, over the duration of nine months, maintain or lessen the difference between age-grade placement and reading achievement level as measured by the Nelson Reading Test.

A t-test for differences between means of paired observations on seventh grade project pupils was run on the "gap" scores calculated in September and in April. The Nelson Reading grade level obtained in September was subtracted from 7.0 to arrive at the September "gap" score. The Nelson Reading grade level obtained in April was subtracted from 7.7 to arrive at the April "gap" score. The average increase in "gap" of one month was not a significant increase in the difference between grade level and reading achievement level. The objective, as stated, was considered to be accomplished.

Objective 3

> Pupils in "Facet I: Learning-100" will attend school .05 more than comparison pupils at Fulton not in the project.

This objective was not accomplished during the 92 days of the second semester since the project pupils in Learning-100 were present an average of 80 days while the comparison non-project pupils at Fulton were present an average of 81 days.

Objective 4

> Pupils in "Facet II: Adaptation of the Staats Motivated Learning Procedure" will have increased their reading achievement level by at least three months over their pre-Wide Range Achievement Test reading level.

After a school year in "Facet II: Adaptation of the Staats Motivated Learning Procedure," project pupils met the above objective by gaining an average of six months on the Reading subtest of the Wide Range Achievement Test. This test covered word recognition and pronunciation.

TABLE 18

FULTON READING CENTER FACET II--STAATS MOTIVATED LEARNING PROCEDURE: PRETEST-POSTTEST ANALYSIS OF PROJECT PUPIL TEST PERFORMANCE

N=11

Criterion Measure	Mean		t-ratio
	Pre	Post	
Wide Range Achievement Test			
Reading, Level 1	2.38	3.02	3.44*
Basic Sight Word Test	180.64	204.55	3.30*

*Significant at .01 level

Table 18 indicated that project pupils displayed significant growth in reading and vocabulary over the school year. However, a more important question was answered by the data in Table 19. Did project pupils achieve more than "similar" non-project pupils in reading skill?

Objective 5

> Pupils in "Facet II: Adaptation of the Staats Motivated Learning Procedure" will have a significantly higher reading level than comparison pupils at Fulton not in the project as measured by the reading level mastered on the Wide Range Achievement Test.

TABLE 19

FULTON READING CENTER FACET II--STAATS MOTIVATED LEARNING PROCEDURE: REGRESSION ANALYSIS OF PROJECT AND COMPARISON PUPIL TEST PERFORMANCE

N=21; n(X)=11, n(C)=10

Criterion Measure	R^2	Adjusted Means X	Adjusted Means C	F-ratio
Nelson Reading Test				
Vocabulary	.6014	17.26	13.91	1.53
Paragraph	.5781	11.34	10.94	0.06
Wide Range Achievement Test	.5613	3.13	2.77	1.52
Gray Oral Reading Tests	.5673	2.73	1.99	6.35*

*Significant at the .05 level
Adjusting variables: GPA, attendance, Vocabulary and Paragraph subtests of the Nelson Reading Test, Wide Range Achievement Test, Gray Oral Reading Tests, Basic Sight Word Test, and group membership.

The results in Table 19, although based on a small number of pupils, suggest that the project pupils did significantly better than non-project pupils in reading, as measured by the Gray Oral Reading Tests. Project

pupils did not do significantly better than non-project pupils on the Nelson Reading Test or the Wide Range Achievement Reading subtest. Objective 5, as stated, was not met for the Wide Range Achievement Test but was met for the Gray Oral Reading Tests.

Objective 6

> Pupils in "Facet II: Adaptation of Staats Motivated Learning Procedure" will increase their number of correct responses by 20 on the Basic Sight Word Test.

The project pupils met this objective by learning to read an average of 24 more basic sight words than they were able to read at the beginning of the project. Table 20 indicates that project pupils learned to read significantly more words than non-project pupils as measured by the Basic Sight Word Test.

TABLE 20

FULTON READING CENTER FACET II--STAATS MOTIVATED LEARNING PROCEDURE: REGRESSION ANALYSIS OF PROJECT AND COMPARISON PUPIL PERFORMANCE ON THE BASIC SIGHT WORD TEST

N=21; n(X)=11, n(C)=10

Criterion Measure	R^2	Adjusted Means X	Adjusted Means C	F-ratio
The Basic Sight Word Test	.7639	208.63	193.61	6.54*

*Significant at the .05 level
Adjusting variables: GPA, attendance, Vocabulary and Paragraph subtests of the Nelson Reading Test, Wide Range Achievement Test, Gray Oral Reading Tests, The Basic Sight Word Test, and group membership.

The posttest scores on the Basic Sight Word Test were adjusted for initial differences between project and non-project pupils for the variables of grade point average, attendance, and pre-Nelson Reading Vocabulary and Paragraph subtest scores.

Objective 7

> Pupils in "Facet II: Adaptation of Staats Motivated Learning Procedure" will have fewer extreme behavior referral cards than comparison pupils at Fulton.

The project group had five pupils with a total of nine extreme behavior referrals and the non-project group had five pupils with a total of 21 extreme behavior referrals. Objective 7, as stated, was considered to be met.

Objective 8

> Teachers at Fulton in "Facet III: Reading Resource Teacher" will increase the number of reading resource materials used during 1969-1970 as compared to the number used in 1968-1969.

During the second semester a record was kept of the item withdrawals made from the Reading Resource Center. The 73 items checked out included: 16 kits, 20 records, filmstrips, and tapes, 32 book sets, 2 programmed materials, and 3 transparency sets.

Thirteen language arts teachers responded to a questionnaire about the Reading Resource Teacher phase. Seven teachers replied that they used five or more new teaching materials than they did the previous year, three teachers used three to four more new materials, and three used one or two more new materials. Each of the items checked out were used for the first time by three to eight of the teachers. Twelve of the 13 teachers said they received adequate help with project planning from the reading resource teacher. The objective was considered accomplished.

ENGLISH LANGUAGE ARTS

GRADE LEVEL:	7-10
NUMBER OF PUPILS:	1,296
PROJECT BUDGET:	$174,262.00
STAFF:	1 Supervisor 16 Teachers

SCHOOLS INVOLVED:

Fulton	Roosevelt
Kosciuszko	South Division
Lincoln	Wells
North Division	West Division

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

44

ENGLISH LANGUAGE ARTS

...a diagnostic approach emphasizing the development of basic communication skills through individual or small group instruction...

Population

Seventh through tenth grade pupils were selected for participation in this program on the basis of their need to strengthen communication skills such as reading, oral expression, written expression, and listening. The four criteria which determined pupil eligibility for this program were:

1. Recommendation of the counselor and the pupil's previous English teacher
2. Previous overall scholastic record of D's and U's
3. A reading score of two or more years behind age-grade placement
4. A lack of competency in written skills as judged by the pupil's former English teacher.

Description

During the third or fourth week of the fall semester, diagnostic surveys were administered to the project pupils to determine specific deficiencies in communication skills. This analysis directed the future instruction and practice in reading skills, oral expression, and written expression given to individual pupils or small groups of pupils. Care was taken to avoid an over-emphasis of drill to the neglect of practice in developing communication skills through pattern-practice cards, tapes, and games. SRA reading programs, special classroom libraries, and reading skill laboratories supplemented the instructional efforts of the project teachers who were encouraged to develop and evaluate new materials and techniques.

In-service training sessions were designed to assist project teachers in the improvement of teaching skills and the exchange of ideas concerning the project operation. A daily inservice period allowed teachers the opportunity to prepare materials, plan and evaluate their own work, and consult with the project supervisor.

Objectives Evaluated

At the end of the second semester of the English Language Arts project:

1. The mean score of participating pupils will improve one grade level over the pretest mean score on the SRA Reading Record.

2. The mean score of participating pupils in written composition will increase one level over pretest diagnostic survey mean score as measured by the project's locally-designed diagnostic survey, composition section.

3. The mean score of participating pupils on the capitalization-punctuation survey will increase ten percent over the pretest capitalization punctuation survey mean score as measured by the project's locally-designed diagnostic survey, capitalization-punctuation section.

4. The mean score of participating pupils on the usage survey will increase five percent over the pretest usage survey mean score as measured by the project's locally-designed diagnostic survey, usage section.

Evaluation Procedures

Pupils from grade seven at Wells, grade eight at Lincoln, grade nine at Kosciuszko, and grade ten at West Division were selected as the evaluation sample.

Objective 1

> The mean score of participating pupils will improve one grade level over the pretest mean score on the SRA Reading Record.

Pupil reading level as measured by the SRA Reading Record given in September was compared to pupil reading level on the same instrument given in June.

Objectives 2-4

> The mean score of participating pupils in written composition will increase one level over pretest diagnostic survey mean score as measured by the project's locally-designed diagnostic survey, composition section.
>
> The mean score of participating pupils on the capitalization-punctuation survey will increase ten percent over the pretest capitalization punctuation survey mean score as measured by the project's locally-designed diagnostic survey, capitalization-punctuation section.
>
> The mean score of participating pupils on the usage survey will increase five percent over the pretest usage survey mean score as measured by the project's locally-designed diagnostic survey, usage section.

At the beginning of the first semester, all project pupils were given a series of locally designed diagnostic surveys which covered composition, capitalization-punctuation, and language usage. A mean score was calculated for each of these survey sections and compared to the mean score for the respective survey sections obtained from the June administration of parallel forms of the diagnostic surveys.

As a quick check to see if the objectives were accomplished as measured by a standardized test, the Iowa Tests of Basic Skills Capitalization, Punctuation, Usage, and Vocabulary subtests were administered to the eighth grade project pupils at Lincoln in June. Pretest scores for each of these areas were available from the October city-wide testing data.

Project Operation Survey

All project teachers were requested to fill out a questionnaire concerning the supervision of the project, the strengths and weaknesses of the project, and the areas of greatest pupil development resulting from the project.

Previous Evaluation Findings

The 1966-1967 formal evaluation investigated pupil achievement and attitudes. The project pupils demonstrated general improvement in communication skills as indicated by a comparison of pretest and posttest scores on the English Language Arts Diagnostic Survey, Nelson Reading Test, and the SRA Starting Level Guide. The pretest-posttest use of the locally-devised attitude scale indicated pupils improved their attitude toward the project. A study of report card grades revealed improved grades in English and conduct but not in other subject areas of school. Project teacher response to a questionnaire indicated that the teachers had perceived positive pupil change in attitudes, behavior, conduct, and motivational level.

The 1967-1968 formal evaluation evaluated pupil achievement and used the pupils' previous cumulative grade point averages to adjust for initial differences between project and comparison pupils. A statistically significant difference was found in favor of the comparison pupils when tested on the Metropolitan Reading Test.

The 1968-1969 formal evaluation again evaluated pupil achievement and attitudes. The project pupils indicated on the locally devised attitude scale that they had a better attitude toward self, school, peers, and English than the comparison pupils. The pupil achievement scores from the Reading and Word Knowledge subtests of the Metropolitan Achievement Tests were analyzed through a multiple regression and covariance model. These posttest scores were adjusted for initial differences between project and comparison pupils on sex, IQ, age, and the Word Knowledge and Reading subtests of the Metropolitan Achievement Tests. The ninth grade adjustment variables included

the Spelling and Grammar subtests of the Differential Aptitude Tests. The ninth grade Reading subtest scores and tenth grade Word Knowledge subtest scores revealed a significant difference between project and non-project pupils in favor of the comparison pupils. No other differences were statistically significant.

Each evaluation year, project teachers and administrators have perceived project pupils improving personally, socially, and academically.

Current Evaluation Findings

Objective 1

> The mean score of participating pupils will improve one grade level over the pretest mean score on the SRA Reading Record.

The data displayed in Table 21 indicated that the project pupils sampled in grades seven to ten at the four schools made statistically significant progress in reading achievement. However, only the eighth and ninth grade sample pupils met the objective of increasing their reading level by one grade equivalent.

TABLE 21

ENGLISH LANGUAGE ARTS: PRETEST-POSTTEST ANALYSIS OF SRA READING LEVEL FOR PROJECT PUPILS IN GRADES 7-10

Grade Level	N	Pre Level $\bar{X}_1$	Post Level $\bar{X}_2$	X_1-X_2	t-ratio
7	37	3.40	4.12	.72	5.15*
8	26	3.50	4.56	1.06	6.25*
9	35	4.82	5.86	1.04	3.02*
10	38	4.42	5.30	.88	4.68*

*Significant at the .01 level

Objective 2

> The mean score of participating pupils in written composition will increase one level over pretest diagnostic survey mean score as measured by the project's locally-designed diagnostic survey, composition.

The data given in Table 22 indicates that the project pupils sampled in grades seven to ten did not make statistically significant progress in written composition nor did any of the grade levels sampled meet the objective of increasing written composition posttest scores one grade level over pretest scores.

TABLE 22

ENGLISH LANGUAGE ARTS: PRETEST-POSTTEST ANALYSIS OF ENGLISH DIAGNOSTIC COMPOSITION SURVEY SCORES FOR PROJECT PUPILS IN GRADES 7-10

Grade Level	N	Pretest Mean Errors	Posttest Mean Errors	Percent Decrease	t-ratio
7	35	5.94	6.0	-01	-1.66
8	16	6.0	6.0	—	—
9	35	6.0	6.0	—	—
10	36	6.0	5.94	01	1.00

Objective 3

> The mean score of participating pupils on the capitalization-punctuation survey will increase ten percent over the pretest capitalization punctuation survey mean score as measured by the project's locally-designed diagnostic survey, capitalization-punctuation section.

The data in Table 23 indicated that each grade level sampled had a statistically significant reduction in the amount of errors made on the capitalization and punctuation section of the diagnostic survey. All of the sampled grade levels met the objective of increasing the mean performance on the capitalization-punctuation section by ten percent.

TABLE 23

ENGLISH LANGUAGE ARTS: PRETEST-POSTTEST ANALYSIS OF ENGLISH DIAGNOSTIC CAPITALIZATION AND PUNCTUATION SURVEY SCORES FOR PROJECT PUPILS IN GRADES 7-10

Grade Level	N	Pretest Mean Errors	Posttest Mean Errors	Percent Decrease	t-ratio
7	35	18.00	10.43	42	6.00*
8	35	20.05	15.58	22	3.95*
9	35	12.66	7.29	42	6.16*
10	33	23.94	13.97	42	7.60*

*Significant at the .01 level

Objective 4

> The mean score of participating pupils on the usage survey will increase five percent over the pretest usage survey mean score as measured by the project's locally-designed diagnostic survey, usage section.

The information in Table 24 indicated that all the grade levels sampled, with the exception of the ninth grade, made significant improvement in language usage on the diagnostic survey. All grade levels sampled met the objective of increasing mean performance in language usage by five percent.

TABLE 24

ENGLISH LANGUAGE ARTS: PRETEST-POSTTEST ANALYSIS OF ENGLISH DIAGNOSTIC USAGE SURVEY SCORES FOR PROJECT PUPILS IN GRADES 7-10

Grade Level	N	Pretest Mean Errors	Posttest Mean Errors	Percent Decrease	t-ratio
7	35	14.89	13.17	12	2.70*
8	24	17.46	12.67	27	5.50**
9	35	12.83	12.23	5	.80
10	36	12.89	10.08	22	3.54**

* Significant at the .05 level
**Significant at the .01 level

As a partial check for objectives three and four, eighth grade pupils at Lincoln, in the project for a year, were given the Iowa Tests of Basic Skills Capitalization, Punctuation, Usage, and Vocabulary subtests. The results of these standardized subtests are in Table 25. The data indicated that the eighth grade pupils sampled made statistically significant improvement in capitalization but not in punctuation, usage, or vocabulary. However, the eighth grade pupils sampled did meet project objectives three and four when measured on standardized tests covering the same content areas as the locally-designed diagnostic survey.

TABLE 25

ENGLISH LANGUAGE ARTS: PRETEST-POSTTEST ANALYSIS OF ITBS LANGUAGE SUBTESTS SCORES FOR PROJECT PUPILS IN EIGHTH GRADE

Subtest	N	Pretest Mean	Posttest Mean	Percent Increase	t-ratio
Capitalization	36	10.33	13.72	25	4.25*
Punctuation	36	11.27	12.83	12	1.64
Usage	28	8.42	9.85	15	1.71
Vocabulary	40	10.75	12.15	12	1.40

*Significant at the .01 level

Project Operation Survey

A questionnaire relating to the operation of the project was sent to sixteen project teachers. Fourteen of these teachers returned the questionnaire.

Planning and supervision. The majority of the responding project teachers did not feel they were adequately involved in the planning and structure of the project. These teachers expressed a need for more project structure and supervision. Seven teachers responded that the project objectives were appropriate to the pupil population, two responded that the objectives were not appropriate. The remaining teachers were undecided. Most of the project teachers stated that project objectives had been adequately explained and communicated. These objectives were communicated to the teachers in a variety of ways before the second semester began.

Strengths and weaknesses. Thirteen project teachers cited the most effective aspect of the project to be the attention given to individual pupil needs in English. The rigidity of instructional technique was listed by six project teachers as the least effective aspect of the project; the rigidity of testing, by two teachers; and the improper assignment of pupils to project, by two other teachers.

Areas of pupil development. Half of the responding teachers perceived the greatest pupil development to be in self-confidence and motivation to learn.

SECONDARY SOCIAL STUDIES

GRADE LEVEL: 7 and 11

NUMBER OF PUPILS: 782

PROJECT BUDGET: $111,833.00

STAFF:
1 Supervising Teacher
7 Teachers
4 Teachers*

SCHOOLS INVOLVED:

Fulton	Roosevelt
Kosciuszko	South Division
Lincoln	Wells
North Division	West Division

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*50% Board Funded

SECONDARY SOCIAL STUDIES

... to help pupils understand the structure and operation of a democratic society and their role in this society ...

Population

Guidance counselors and the previous year's Social Studies teacher selected seventh grade pupils and eleventh grade pupils respectively for two separate phases of the Secondary Social Studies project. The participants in this project were perceived to be pupils who would benefit most from a small class situation, multi-media approach, and an inductive teaching approach. Counselors and teachers felt that these pupils possessed a low level of aspiration, a feeling of alienation from society, and a lack of understanding of their role in society. Consideration for project participation was also given to pupils whose attendance patterns were poor but who had been programmed into a supportive service to facilitate change in these attendance patterns.

Project pupils generally had a scholastic record of D's and U's and a reading level two or more years behind age-grade placement.

Description

The basic teaching principle used in the Social Studies-11th grade phase was "learning by doing." Learning activities were conducted in classes composed of 15-18 pupils through an inductive teaching approach which attempted to have pupils conceptualize political, social, and economic principles and understand the interaction of these principles with the individual's life style. Project pupils were given historical case studies to analyze and were encouraged to role play historical situations.

The Social Studies-7th grade phase attempted to relate class activities to the real world by using materials that reflect the issues and trends of modern day society. Pupils were to develop a "world view" by investigating the social science areas of history, sociology, anthropology, political science, economics, and world geography. Pupils practiced the skills of observing, classifying, interpreting, and communicating through analysis and discussion of articles from newspapers and magazines, films, filmstrips, recordings, charts, pictures, and political cartoons.

Objectives Evaluated

At the end of the second semester:

1. Eleventh grade pupils in the Title I Social Studies classes will do as well as or better than comparison eleventh grade pupils in the regular Social Studies classes when measured by the Cooperative Social Studies Test of American History.

2. Eleventh grade pupils in the Title I Social Studies classes will demonstrate as positive an attitude toward the Social Studies course content as comparison eleventh grade pupils when measured by the locally-designed Attitude Toward Social Studies-11 Scale.

Evaluation Procedures

Objective 1

> Eleventh grade pupils in the Title I Social Studies classes will do as well as or better than comparison eleventh grade pupils in the regular Social Studies classes when measured by the Cooperative Social Studies Test of American History.

Two of the four schools where the project operated were chosen as the evaluation schools. The evaluation data at West Division High School and South Division High School were collected from seven ESEA Title I American History classes at the eleventh grade level. At the beginning of the second semester, the Cooperative Social Studies Test, American History, Junior High School level, was administered to both types of classes. One week after the test administration, the teachers of these classes were given the results of the tests. During May of the second semester, the classes were given a parallel form of the Cooperative Social Studies test to be used as the posttest measure in multiple regression and covariance data analysis. The adjustment covariates consisted of IQ, Cooperative Social Studies American History Test, first semester conduct, first semester American History grade, age, first semester grade point average, attendance during first semester,

and reading level score as measured by the Reading subtest of the Tests of Academic Progress.

This multiple regression and covariance analysis model was used on achievement data collected from pupils in the project and from pupils in the comparison group who the ESEA counselors at the evaluation schools felt should have been assigned to ESEA classes before the first semester. It was hoped that the comparison group selected by the counselors would be more similar to the project group than was the original comparison group.

No appropriate achievement test measuring the content of the seventh grade Social Studies phase was available at the time of course content evaluation.

Objective 2

> Eleventh grade pupils in the Title I Social Studies classes will demonstrate as positive an attitude toward the Social Studies course content as comparison eleventh grade pupils when measured by the locally-designed Attitude Toward Social Studies-11 Scale.

A locally-designed Attitude Toward Social Studies-11 Scale was administered to project and comparison pupils at the end of the second semester. These post-scale scores were adjusted for initial differences between project and comparison pupils for the variables of sex, age, IQ, attendance, reading level on the Tests of Academic Progress, GPA, and conduct. This adjustment was made through multiple regression and covariance.

The same multiple regression and covariance model was used to analyze the attitude scores of project pupils compared to comparison group pupils selected from the original comparison group by the counselors.

Project Operation Survey

All project teachers were requested to fill out a questionnaire concerning the supervision of the project, the strengths and weaknesses of the project, and the two areas of greatest pupil development resulting from the project.

Previous Evaluation Findings

The 1966-1967 formal evaluation investigated pupil achievement in social studies and work study skills in addition to their attitude toward social studies. A pretest-posttest analysis of the Cooperative Social Studies American History Test scores revealed significant pupil achievement gains. The pretest-posttest analysis of the SRA Achievement Series revealed no significant achievement gains. Pupil attitudes about themselves were measured on a locally-developed scale. A pretest-posttest analysis revealed no significant gains in attitude; however, both pretest and posttest scale means were positive.

The 1967-1968 formal evaluation compared the attitude toward social studies of project and comparison pupils using a covariance adjustment for GPA differences between the two groups. The findings indicated that there was no difference between the project and comparison groups based on an attitude toward social studies scale.

The 1968-1969 formal evaluation again compared project and comparison pupils on a locally-designed attitude toward social studies scale and attitude toward self, school, and peers scale, as well as the Cooperative Social Studies American History Test. The posttest achievement scores were adjusted for initial differences between project and comparison pupils on the variables

of IQ, conduct, GPA, age, and Cooperative Social Studies American History Test. No significant differences were found between project pupils and comparison pupils on either of the attitude measures or the achievement measure. The reliability of the findings was lessened by the inability of the adjusting variables to account for more than half the pupil performance on criteria measures (See Appendix A).

Current Evaluation Findings

Objective 1

> Eleventh grade pupils in the Title I Social Studies classes will do as well as or better than comparison eleventh grade pupils in the regular Social Studies classes when measured by the Cooperative Social Studies Test of American History.

TABLE 26

SECONDARY SOCIAL STUDIES PROJECT AND COMPARISON PUPIL TEST PERFORMANCE: REGRESSION ANALYSIS

N=128; n(X)=56, n(C)=72

Criterion Measure	R^2	Adjusted Means X	Adjusted Means C	F-ratio
Cooperative Social Studies Tests				
American History	.6771	148.00	144.95	9.13*

*Significant at the .01 level
Adjusting variables: sex, age, IQ, attendance, Reading subtest of the TAP, GPA, conduct, and group membership.

The results displayed in Table 26 indicated that pupils in regular American History classes achieved significantly less than pupils in the Title I American History classes. The scores on the Cooperative Social Studies Test, American History, Junior High School level, Form B, for both

project and non-project pupils were adjusted for initial differences between the groups due to sex, age, IQ, attendance, reading level on the Tests of Academic Progress, GPA, and conduct. The data revealed that while the ESEA Title I American History classes showed no achievement test gain during the course of the project, the regular American History classes showed a decrease in their actual mean score.

Table 27 displays the multiple regression and covariance analysis of the achievement of control pupils perceived by the counselor to be eligible for the Title I project group compared to the achievement of project pupils.

TABLE 27

SECONDARY SOCIAL STUDIES PROJECT AND TITLE I ELIGIBLE COMPARISON PUPIL TEST PERFORMANCE: REGRESSION ANALYSIS

N=68; n(X)=56, n(C)=12

Criterion Measure	R^2	Adjusted Means X	C	F-ratio
Cooperative Social Studies Test				
American History	.4440	143.36	138.54	8.02*

*Significant at the .01 level
Adjusting variables: sex, age, IQ, attendance, Reading subtest of the TAP, GPA, conduct, and group membership.

The results in Table 27 indicated that the specially selected comparison pupils did achieve significantly less than the project pupils.

Objective 2

> Eleventh grade pupils in the Title I Social Studies classes will demonstrate as positive an attitude toward the Social Studies course content as comparison eleventh grade pupils when measured by the locally designed Attitude Toward Social Studies-11 Scale.

TABLE 28

SECONDARY SOCIAL STUDIES PROJECT AND COMPARISON PUPIL ATTITUDE TOWARD COURSE CONTENT: REGRESSION ANALYSIS

N=128; n(X)=56, n(C)=72

Criterion Measure	R^2	Adjusted Means X	Adjusted Means C	F-ratio
Attitude Toward Social Studies-11 Scale	.1740	67.38	71.25	1.43

Adjusting variables: sex, age, IQ, attendance, Reading subtest of the TAP, GPA, conduct, and group membership.

The analysis of data in Table 28 indicated that there were no significant differences in attitude toward social studies between the ESEA Title I and regular American History classes. This same finding occurred when the comparison group selected by the counselors replaced the comparison group selected by the evaluation staff. Table 29 contains the analysis related to this finding.

TABLE 29

SECONDARY SOCIAL STUDIES PROJECT AND TITLE I ELIGIBLE COMPARISON PUPIL ATTITUDE TOWARD COURSE CONTENT: REGRESSION ANALYSIS

N=68; n(X)=56, n(C)=12

Criterion Measure	R^2	Adjusted Means X	Adjusted Means C	F-ratio
Attitude Toward Social Studies-11 Scale	.1814	66.31	73.97	3.45

Adjusting variables: sex, age, IQ, attendance, Reading subtest of the TAP, GPA, conduct, and group membership.

Project Operation Survey

A questionnaire relating to the operation of the project was sent to the five Social Studies-11 phase teachers and to the seven Social Studies-7 phase teachers. All Social Studies-11 phase teachers and six of seven Social Studies-7 phase teachers returned the questionnaires.

Planning and supervision. Social Studies-11 phase—A majority of the responding teachers felt they were not adequately involved in the structure and planning of the project but only a few felt the project needed more structure and supervision. Two teachers thought the project objectives were appropriate for the project pupils, one teacher was undecided, and two did not respond to the question. Most of the responding teachers had the project objectives communicated to them before or at the beginning of the first semester but through a variety of different media.

Social Studies-7 phase—A majority of the responding teachers felt they were not adequately involved in the structuring and planning of the project. A few of these teachers felt that the project needed more structure and supervision. All the responding teachers agreed that the project objectives were appropriate for the type of pupils in the project. The majority of responders stated that the supervisor gave an adequate explanation of the project objectives before the first semester began.

Strengths and weaknesses. Social Studies-11 phase—Four of the five responding project teachers perceived the small class size to be the most effective aspect of the project. Two teachers felt that the process of pupil selection for the project was the least effective aspect. Another teacher thought the reading material was poor; two teachers did not comment.

Social Studies-7 phase—Five of the six responding project teachers listed the text and materials available as the most effective aspect of the project. Two project teachers thought there was too much material to cover and that parts of the text were difficult for pupils to read.

Areas of pupil development. Social Studies-11 phase—The project teachers did not agree on the areas of greatest pupil development. Two of the teachers saw self-confidence and pupil attitude toward teacher as the two areas of greatest pupil development. Other areas such as motivation to learn, course content knowledge, attitude toward course, and attitude toward classmates were listed by individual teachers.

Social Studies-7 phase—Self-confidence and course content knowledge were considered the two areas of greatest pupil development by half of the project teachers responding.

SECONDARY SCIENCE

GRADE LEVEL: 9

NUMBER OF PUPILS: 607

PROJECT BUDGET: $90,083.00

STAFF: 1 Supervising Teacher
7 Teachers*
1 Clerical**

SCHOOLS INVOLVED:

Kosciuszko	Roosevelt
Lincoln	Wells
North Division	West Division

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Two teachers 50% Board Funded
**1/4 Time

SECONDARY SCIENCE

... an introduction to basic principles of physical science through the use of specially developed laboratory-oriented science lessons ...

Population

Ninth grade pupils were selected for participation in this program on the basis of their need to improve their understanding of basic science phenomena, to improve basic mathematical skills, study skills, and communication skills, and to increase their motivation to achieve and develop more positive attitudes toward self, education, and society.

Pupils in this program were referred by a guidance counselor and their eighth grade science teacher. The reading level of these pupils was seventh grade or lower as measured by the Iowa Test of Basic Skills, Reading Comprehension. The range of scores on the Lorge-Thorndike Intelligence Test was between 70 and 100 for these pupils. Previous overall scholastic records generally indicated grades of D and U.

Description

The basic principles and concepts of physical science were introduced to pupils through the use of specially developed laboratory-oriented lessons. The lessons were completed by the pupils, graded, and returned to the pupils shortly thereafter. Media such as reading aids, "Word to Know" worksheets, films, and overhead transparencies provided practice in science concept and vocabulary building. Tape recorded science lessons and biographies of successful minority group members were played to attain the attention of the pupils and build listening skills.

The development of positive attitudes toward self and education was cultivated by lessons which proceeded from the least difficult section to the most difficult section or from concrete expression to abstract expression. Small class size, laboratory experience, and activity-centered lessons permitted teachers to work more closely with individual pupils to enhance the growth of positive attitudes.

Objectives Evaluated

At the termination of the science unit on light:

1. Pupils taught by the laboratory-oriented approach will demonstrate as much or more knowledge and understanding about the basic science phenomena of light than pupils taught by the traditional textbook approach. The measurement instrument will be a locally-designed science unit test.

At the end of the second semester of the science project:

2. Pupils taught by the laboratory-oriented approach will score as high as or higher than pupils taught by the traditional textbook approach when measured by a locally-designed Attitude Toward Science Class scale.

Evaluation Procedures

Objective 1

Pupils taught by the laboratory-oriented approach will demonstrate as much or more knowledge and understanding about the basic science phenomena of light than pupils taught by the traditional textbook approach. The measurement instrument will be a locally-designed science unit test.

Kosciuszko Junior High School was selected as the school used for the evaluation of the Secondary Science project.

One week prior to the beginning of the science unit on light, a locally-designed 30-item test covering the preceding units was administered to Title I Secondary Science project pupils and regular science class pupils. The same teachers taught both Title I classes and non-Title I classes; all classes evaluated started the unit during the same week and completed the unit within a school week of each other. At the completion of the unit on light, a locally-designed 30-item test covering light was administered to all Title I and non-Title I science classes. Results of the tests were given back to the teachers after the pretest and after the posttest.

Objective 2

> Pupils taught by the laboratory-oriented approach will score as high as or higher than pupils taught by the traditional textbook approach when measured by a locally-designed Attitude Toward Science Class scale.

During the beginning weeks of the second semester, all pupils evaluated were given a 15-item scale pertaining to pupil attitude toward science class activities. At the end of the second semester, the same scale was again given to the pupils in the Title I and non-Title I science classes.

Multiple regression and covariance models were used to analyze the attitude scale data and the achievement test data. Adjusting variables for both models included age, sex, IQ, science attitude, science achievement on previous units, attendance, conduct, GPA, and the Reading and Vocabulary subtests of the Iowa Tests of Basic Skills.

Project Operation Survey

All project teachers were requested to fill out a questionnaire concerning the supervision of the project, the strengths and weaknesses of the project, and the two areas of greatest pupil development resulting from the project.

Previous Evaluation Findings

The first three years of evaluation, each using progressively more sophisticated statistical analysis, found the project to be successful. The 1966-1967 evaluation investigated science achievement and pupil attitudes toward self, school, teachers, and science. Statistically significant gains in science achievement were found for project pupils. The comparison of project and comparison pupils indicated that project pupils had a more positive attitude toward self, school, teachers, and science.

The 1967-1968 evaluation utilized a covariance technique to compare project and comparison pupils on attitude toward science. The findings indicated that the project pupils achieved higher than comparison pupils on report card grades and had a significantly better attitude toward science as measured by a locally-designed attitude scale.

The 1968-1969 evaluation examined project effects on science achievement, attitude toward science, attendance, and conduct. Data from these four areas were analyzed by a multiple regression and covariance procedure that adjusted post measures for initial differences between project and comparison pupils on variables such as sex, IQ, attitude toward science, science achievement test, conduct, attendance, GPA, and age. The results of this analysis indicated that the project pupils did better on the locally-designed science achievement test and on the locally-designed attitude toward science scale. No other differences between project pupils and comparison pupils were found to be significant. The reliability of the findings were lessened somewhat by the inability of the adjustment variables to account for more than 50 percent of the pupil performance on all the criterion measures except the science achievement test. (See Appendix A.)

Administrators and teachers expressed positive responses regarding the value of this project.

Current Evaluation Findings

Objective 1

Pupils taught by the laboratory-oriented approach will demonstrate as much or more knowledge and understanding about the basic science phenomena of light than pupils taught by the traditional textbook approach. The measurement instrument will be a locally-designed science unit test.

TABLE 30

SECONDARY SCIENCE PROJECT AND COMPARISON PUPIL SCIENCE ACHIEVEMENT: REGRESSION ANALYSIS

N=66; n(X)=37, n(C)=29

Criterion Measure	R^2	Adjusted Means X	Adjusted Means C	F-ratio
Science Test on Light	.4973	63.09	55.07	1.03

Adjusting variables: sex, IQ, age, attendance, conduct, GPA, local science achievement pretest, science attitude, the Reading and Vocabulary subtests of the Iowa Tests of Basic Skills, and group membership.

The posttest achievement scores on the light unit were adjusted for initial differences between project pupils and non-project pupils on variables such as age, IQ, sex, attendance, conduct, GPA, science achievement pretest, science attitude, and the Reading and Vocabulary subtests of the Iowa Tests of Basic Skills. The data displayed in Table 30 indicated that the Secondary Science project pupils did not obtain significantly higher scores than regular science class pupils on the locally-designed 30-item light test. On the other hand, the project pupils did not obtain significantly lower scores than the regular science class pupils. Objective 1, as stated, was considered met. Since the pupil selection criteria for Title I projects specified that the pupils of greatest disability be placed in the projects, it was considered a

positive finding, in the practical sense, whenever project pupils performed as well as pupils of lesser disability.

Objective 2

> Pupils taught by the laboratory-oriented approach will score as high as or higher than pupils taught by the traditional textbook approach when measured by a locally-designed Attitude Toward Science Class scale.

TABLE 31

SECONDARY SCIENCE PROJECT AND COMPARISON PUPIL SCIENCE ATTITUDE: REGRESSION ANALYSIS

N=66; n(X)=37, n(C)=29

Criterion Measure	R^2	Adjusted Means X	Adjusted Means C	F-ratio
Science Attitude	.5595	17.73	16.36	10.88*

*Significant at the .01 level
Adjusting variables: sex, IQ, attendance, conduct, GPA, local science achievement pretest, science attitude, the Reading and Vocabulary subtests of the Iowa Tests of Basic Skills, and group membership.

Pupil attitude toward science scores were adjusted for initial differences between project pupils and non-project pupils on the variables of age, IQ, sex, attendance, conduct, GPA, science achievement pretest, science attitude, and the Reading and Vocabulary subtests of the Iowa Tests of Basic Skills. This data, found in Table 31, indicated that the Secondary Science project pupils scored significantly higher than the regular science class pupils on the locally-designed 15-item Attitude Toward Science Class scale. Objective 2 was accomplished for the pupils evaluated.

Project Operation Survey

A questionnaire relating to the operation of the project was sent to seven project teachers. Six of these teachers returned the questionnaires.

Planning and supervision. Most of the teachers responding felt that they were adequately involved in the structuring and planning of the project. All the responding teachers stated that more structure and supervision was unnecessary. The majority of responding project teachers indicated that the project supervisor gave them an adequate explanation of the project objectives before or at the beginning of the first semester. Five of the teachers felt the objectives were appropriate for the pupils in the project; one teacher was undecided on this question.

Strengths and weaknesses. Four of the responding project teachers thought that the "learning by doing through laboratory experience" was the most effective aspect of the project. There was no consensus relating to the least effective aspect of the project. Two teachers thought the project covered too much material for the types of pupils in the project.

Areas of pupil development. Four of the responding teachers considered self-confidence and motivation to learn as the two areas of greatest pupil development resulting from the project.

SECONDARY MATHEMATICS

GRADE LEVEL: 9

NUMBER OF PUPILS: 538

PROJECT BUDGET: $34,891.00

STAFF: 1 Curriculum Specialist*
13 Teachers**
2 Teacher Aides

SCHOOLS INVOLVED:

Lincoln	North Division
St. John's Cathedral	South Division

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Board Funded
**10 Board Funded, 2-20%
Title I Funded

SECONDARY MATHEMATICS

... a problem-solving approach for the development of logical thinking in general mathematics classes using the instructional techniques of flowcharting, electronic calculators, and community-related business and recreation problems ...

Population

Ninth grade pupils were selected for participation in this program on the basis of their need to experience success in mathematics, become mathematically functional, and gain experience in problem-solving approaches.

Pupils in this project had received unsatisfactory grades in previous mathematics courses, scored below the 25th percentile for all eighth grade pupils taking the Arithmetic Skills subtests of the Iowa Test of Basic Skills in Milwaukee, and were perceived by counselors and former teachers to have had a poor self-image.

Description

Principles of logical thinking and mathematical reasoning were presented to pupils through a general problem-solving approach. The direction of this approach was guided by the use of flow-charting techniques which emphasized the need to think and communicate in a logical manner. The problems to be solved centered around industrial, recreational, and socio-economic conditions existing in the local community and were designed to attract the interest of the pupils. Pupils used electronic calculators to verify flow-charting outcomes and to avoid long, tedious calculations which tend to lessen pupil interest in mathematics.

Two or three board-funded teachers work with this ESEA Title I project at each school. One other teacher at each school was funded under Title I for one instructional period to coordinate the project.

Objectives Evaluated

At the end of a semester in the Secondary Mathematics project:

1. Pupils will indicate a positive feeling toward the relevance and need for mathematics by averaging 4.5 or above on a 7-point scale for each item pertaining to a relevance and need for mathematics.

2. Pupils will indicate a positive feeling toward current classroom activities (i.e., flowcharting, calculator use, test problems) by averaging 4.5 or above on a 7-point scale for each item pertaining to these classroom activities.

3. Pupils will indicate a positive feeling toward themselves by averaging 4.5 or above on a 7-point scale for each item pertaining to self-impression.

Evaluation Procedures

A locally-designed evaluation instrument resembling a semantic differential was administered to Secondary Mathematics project classes at North Division High School. This instrument was given to seven classes five times during the second semester with three week intervals between scale administrations. Each of the 18 interrogatively stated items on the instrument was accompanied by three bi-polar adjective pairs (good-bad, sad-happy, and useful-useless) using a seven-point rating continuum between each pair. In order to keep the pupils interested in taking the scale each administration, each pupil answered anonymously only six items rather than a total of 18 items per administration. Three sets of six-item scales were distributed randomly within each of the seven classes on each of the five scale-administration days.

No attempt was made to identify individual pupils responding to each set of items. However, each class taking the scale sets was identified and the classroom teacher was informed of class responses over the duration of the semester.

Objective 1

> At the end of a semester in the Secondary Mathematics project pupils will indicate a positive feeling toward the relevance and need for mathematics by averaging 4.5 or above on a 7-point scale for each item pertaining to a relevance and need for mathematics.

Three scale items were considered to be related to the relevance and need for mathematics: "How I feel about taking a job needing math," "How I feel about taking more math courses," and "How I feel about my future need for math." A weighted mean was derived from the last scale administration of these three items and used to evaluate the attainment of objective 1.

Objective 2

> Pupils will indicate a positive feeling toward current classroom activities (i.e., flowcharting, calculator use, test problems) by averaging 4.5 or above on a 7-point scale for each item pertaining to these classroom activities.

A weighted mean was calculated for the last scale administration of each set of items pertaining to flowcharting, calculator use, mathematics tests, and mathematics problems. This mean was then compared to the mean score stated in objective 2. The following items were considered to be related to their respective concepts:

flowcharting:	How I feel about using flow charts
	How I feel when I use flow charts
calculator use:	How I feel when I use the calculator
	How I feel about using the calculator
mathematics tests:	How I feel when I am taking a math test
	How I feel about taking a math test
mathematics problems:	How I feel when I work math problems
	How I feel about working math problems

Objective 3

> At the end of a semester in the Secondary Mathematics project pupils will indicate a positive feeling toward themselves by averaging 4.5 or above on a 7-point scale for each item pertaining to self-impression.

A weighted mean calculated from the last scale administration of the four items pertaining to pupil feeling about self was compared to the mean stated in objective 3. The four items were: "How I am as a student," "How I am as a math student," "How I really am," and "How I feel about my future."

Another weighted mean was calculated for two items regarding the pupil perception of others toward himself. The items were: "How others see me" and "How my math teacher sees me."

Project Operation Survey

All project teachers were requested to fill out a questionnaire concerning the supervision of the project, the strengths and weaknesses of the project, and the two areas of greatest pupil development resulting from the project.

Previous Evaluation Findings

The 1968-1969 formal evaluation used a multiple regression and covariance statistical model to analyze the scores of project and comparison pupils on a locally-designed arithmetic skills and problem solving test. These posttest scores were adjusted for initial differences between project and comparison pupils in sex, IQ, attendance, age, "gap", conduct, mathematic grades, and the Numerical Ability subtest scores of the Differential Aptitude Test. Post mathematics grades, post conduct grades, and attendance were analyzed by the same statistical procedure as the achievement test scores. The findings

indicated that the comparison group achieved significantly higher on the arithmetic skills and problem solving test and that no significant differences were found on the other criterion measures. Comparison pupils had better attitudes toward self, school, and peers than project pupils. There was no significant difference between the groups in attitude toward the subject of mathematics. The reliability of the 1968-1969 evaluation findings were lessened by the inability of the adjusting variables to account for more than half of the pupil performance on the criteria measures. (See Appendix A.)

Current Evaluation Findings

Objective 1

> At the end of a semester in the Secondary Mathematics project, pupils will indicate a positive feeling toward the relevance and need for mathematics by averaging 4.5 or above on a 7-point scale for each item pertaining to a relevance and need for mathematics.

This objective was met by the evaluation pupils at North Division. The data for this objective are displayed in figure 9.

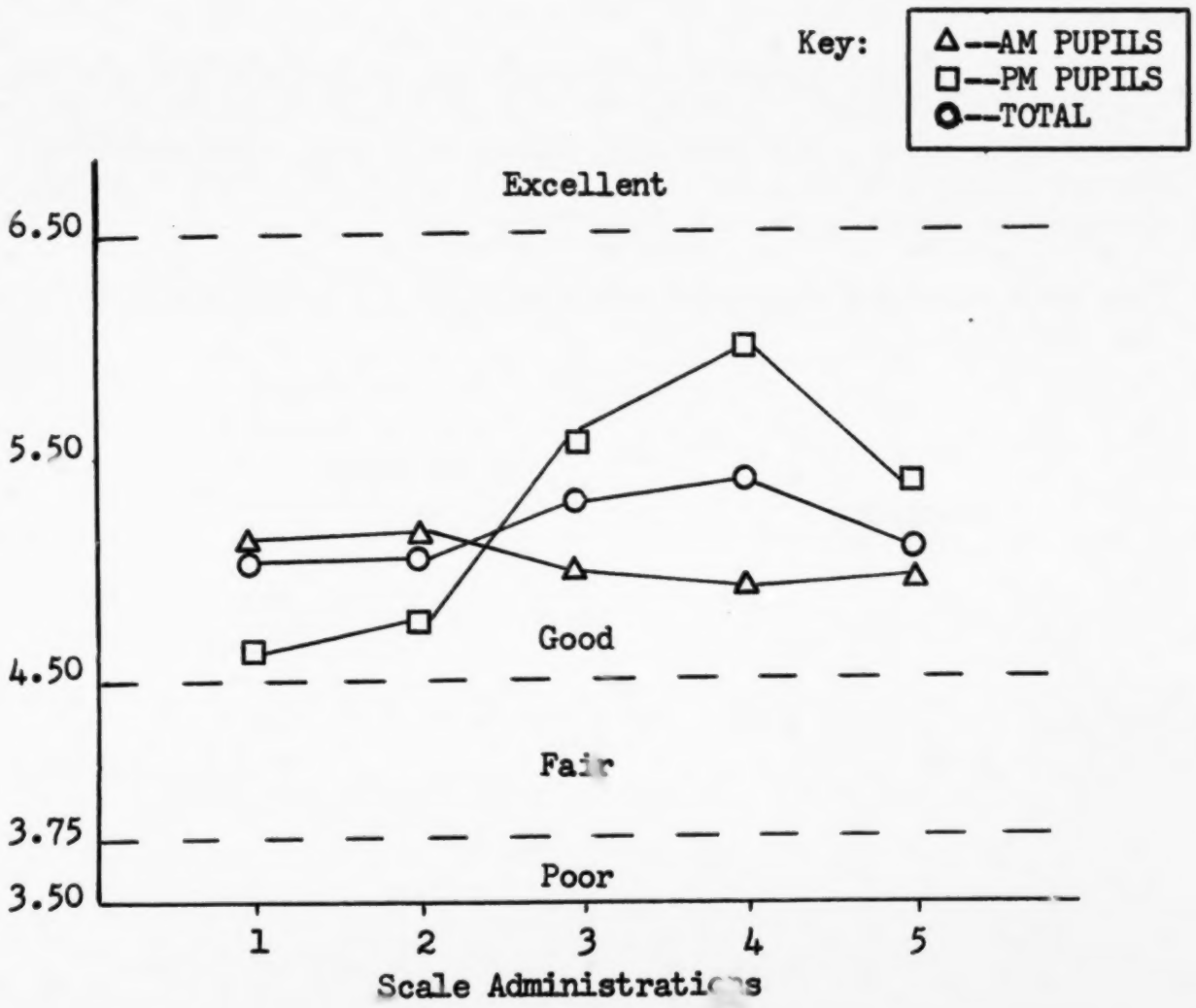


Fig. 9—Secondary Mathematics Pupil Attitudes Toward The Relevance and Need for Mathematics

Project pupils in the evaluation held attitudes toward the relevance and need for math classified as good. For three of the five scale administrations, PM pupils scored higher than AM pupils but both groups held attitudes classified as good throughout the semester. Between 21 and 54 AM pupils and 15 and 40 PM pupils responded to the items from this attitude factor: "How I feel about taking more math courses," "How I feel about my future need for math," and "How I feel about taking a job needing math."

Objective 2

At the end of the semester in the Secondary Mathematics project, pupils will indicate a positive feeling toward current classroom activities (i.e., flowcharting, calculator use, test problems) by averaging 4.5 or above on a 7-point scale for each item pertaining to these classroom activities.

The data for this objective are displayed in the figures 10, 11, 12, and 13.

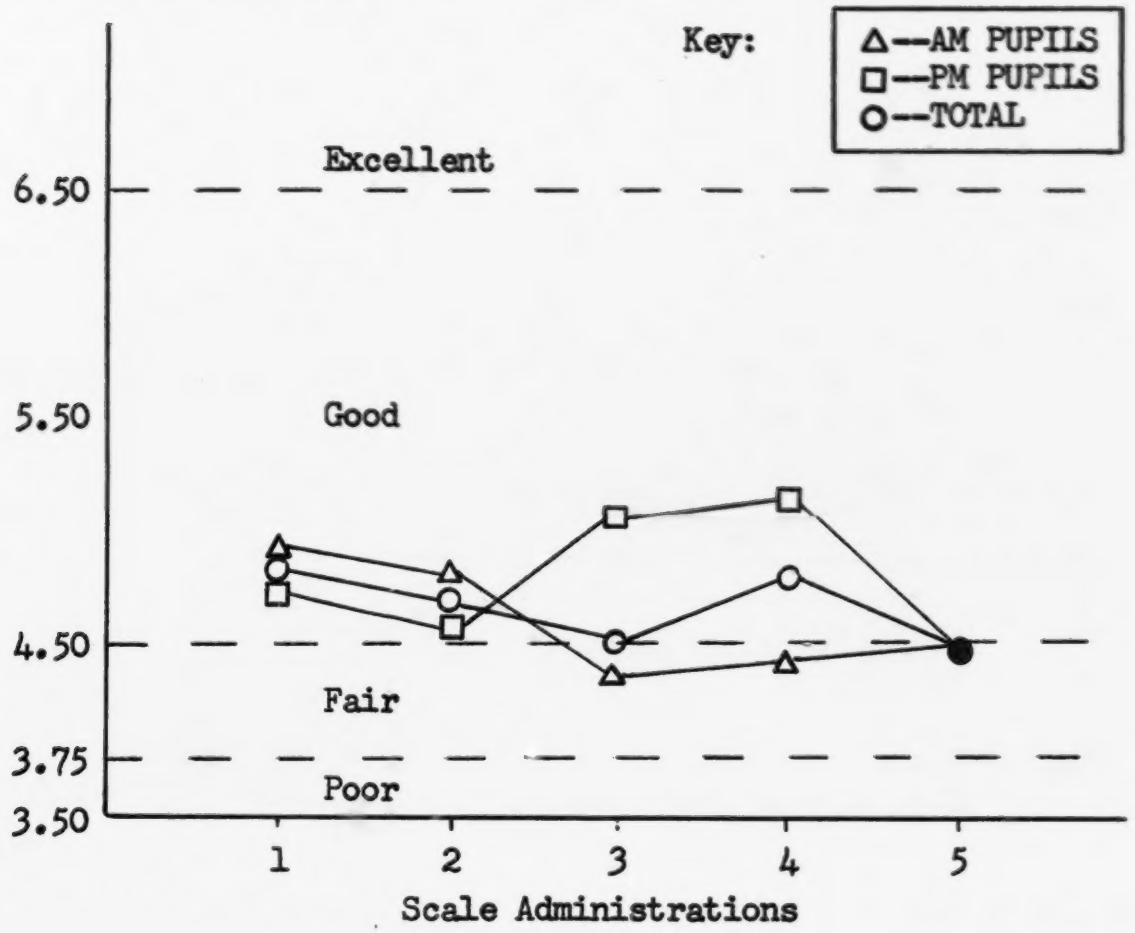


Fig. 10--Secondary Mathematics Pupil Attitudes Toward Flow Charts

Project pupils in the evaluation held initial attitudes toward flow charts classified as good. This attitude remained good for most of the semester. The AM pupils seemed to lessen their attitude toward flow charts over the second semester while the PM pupils displayed an upward trend until the last scale administration. Between 14 and 37 AM pupils and 11 and 29 PM pupils responded to the following items which composed this attitude factor: "How I feel about using flow charts" and "How I feel when I use flow charts." Objective 2, with respect to flow charts, was considered accomplished.

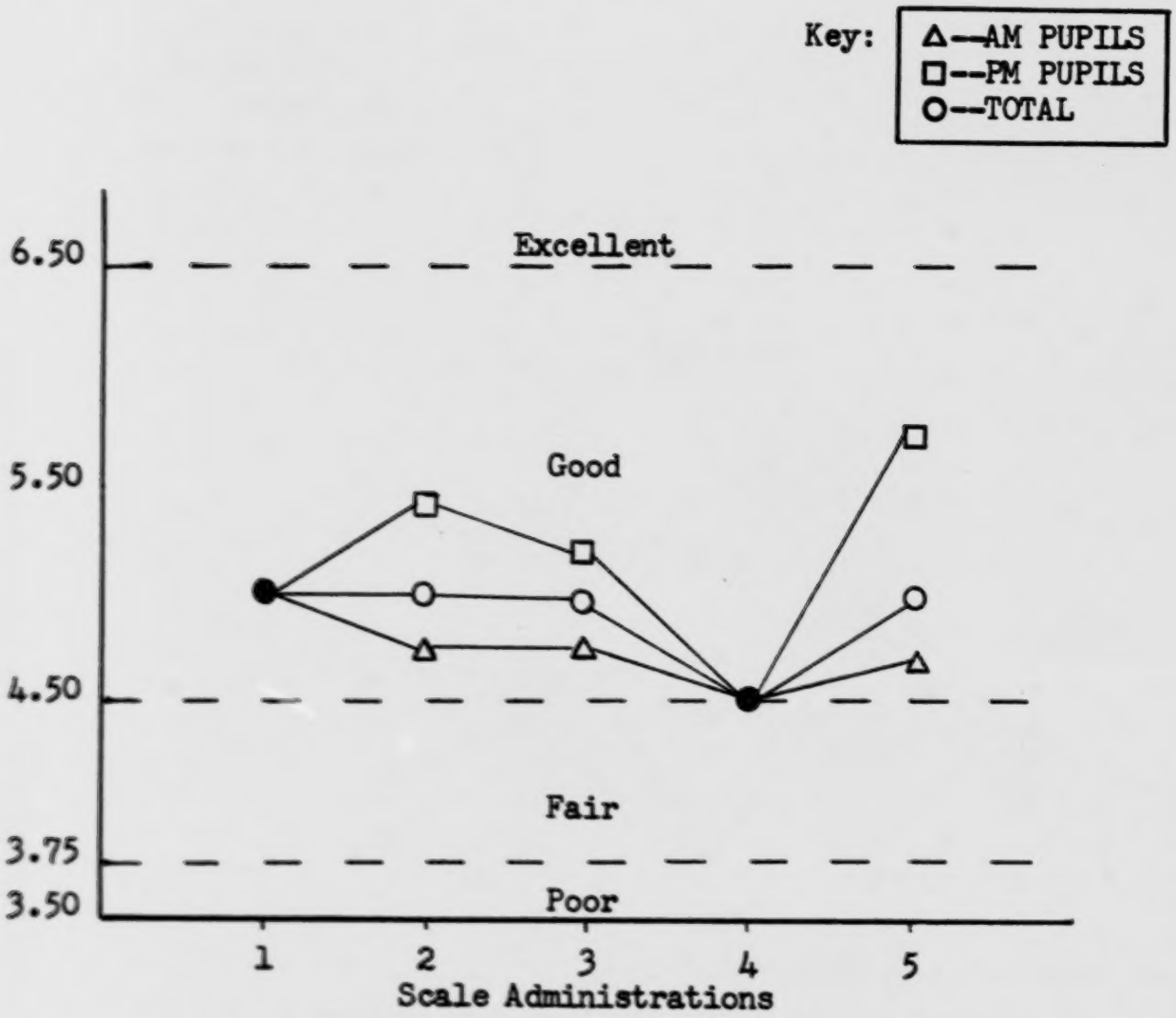


Fig. 11—Secondary Mathematics Pupil Attitudes Toward Math Problems

Project pupils in the evaluation held attitudes toward math problems classified as good for the entire semester. This was true for both AM and PM pupils when their responses were observed separately. The PM pupils generally scored higher on this attitude factor than did the AM pupils. Between 15 and 37 AM pupils and 9 and 24 PM pupils responded to the items making up this factor: "How I feel when I work math problems" and "How I feel about working math problems." Objective 2, with respect to mathematics problems, was considered met.

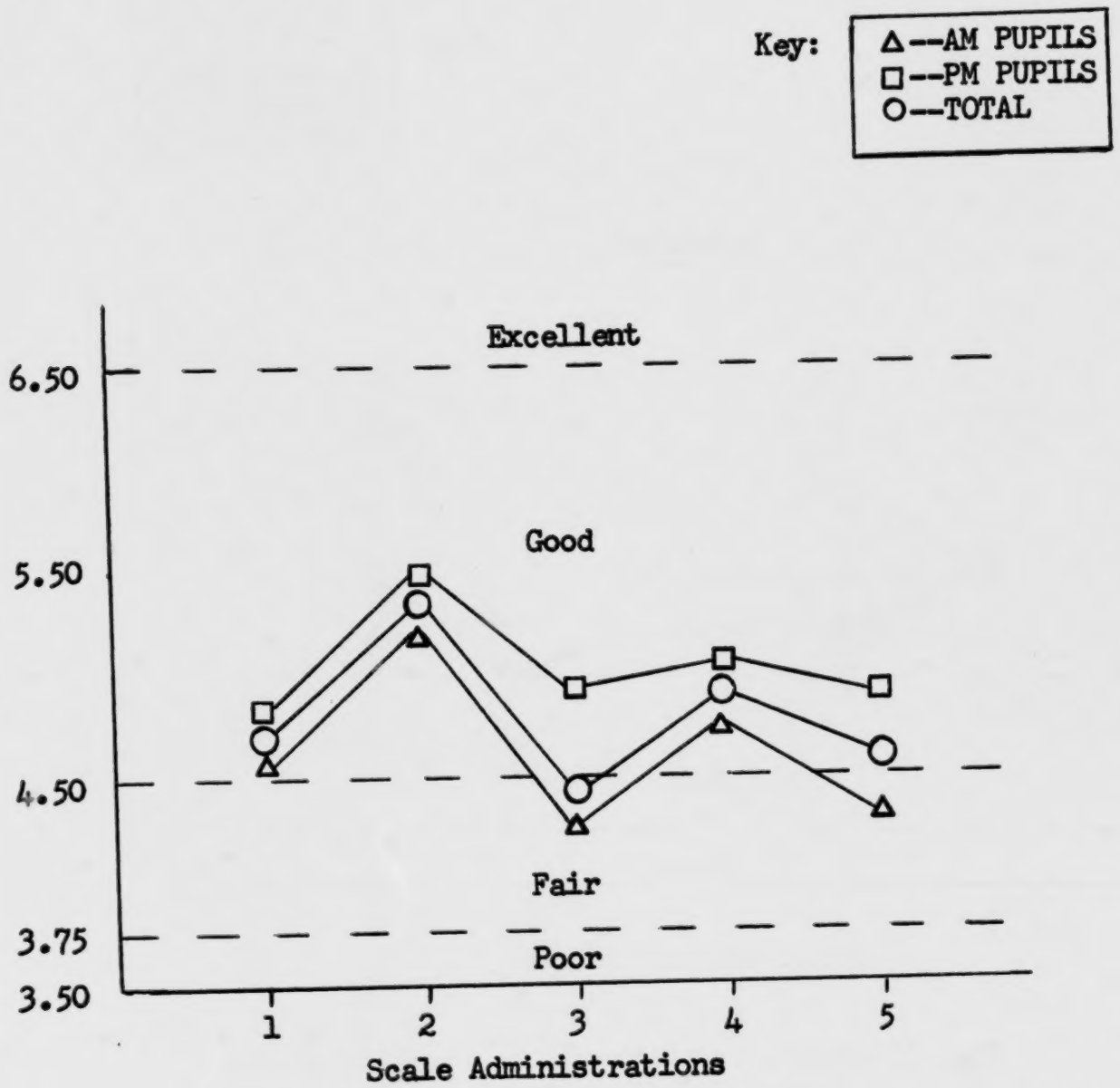


Fig. 12--Secondary Mathematics Pupil Attitudes Toward Math Tests

Project pupils in the evaluation held attitudes toward math tests classified as good for almost all of the scale administrations. PM pupils scored consistently better than the AM pupils for all scale administrations. Between 13 and 34 AM pupils and 9 and 25 PM pupils responded to the following items of this attitude factor: "How I feel about taking a math test." Objective 2, with respect to mathematics tests, was considered accomplished.

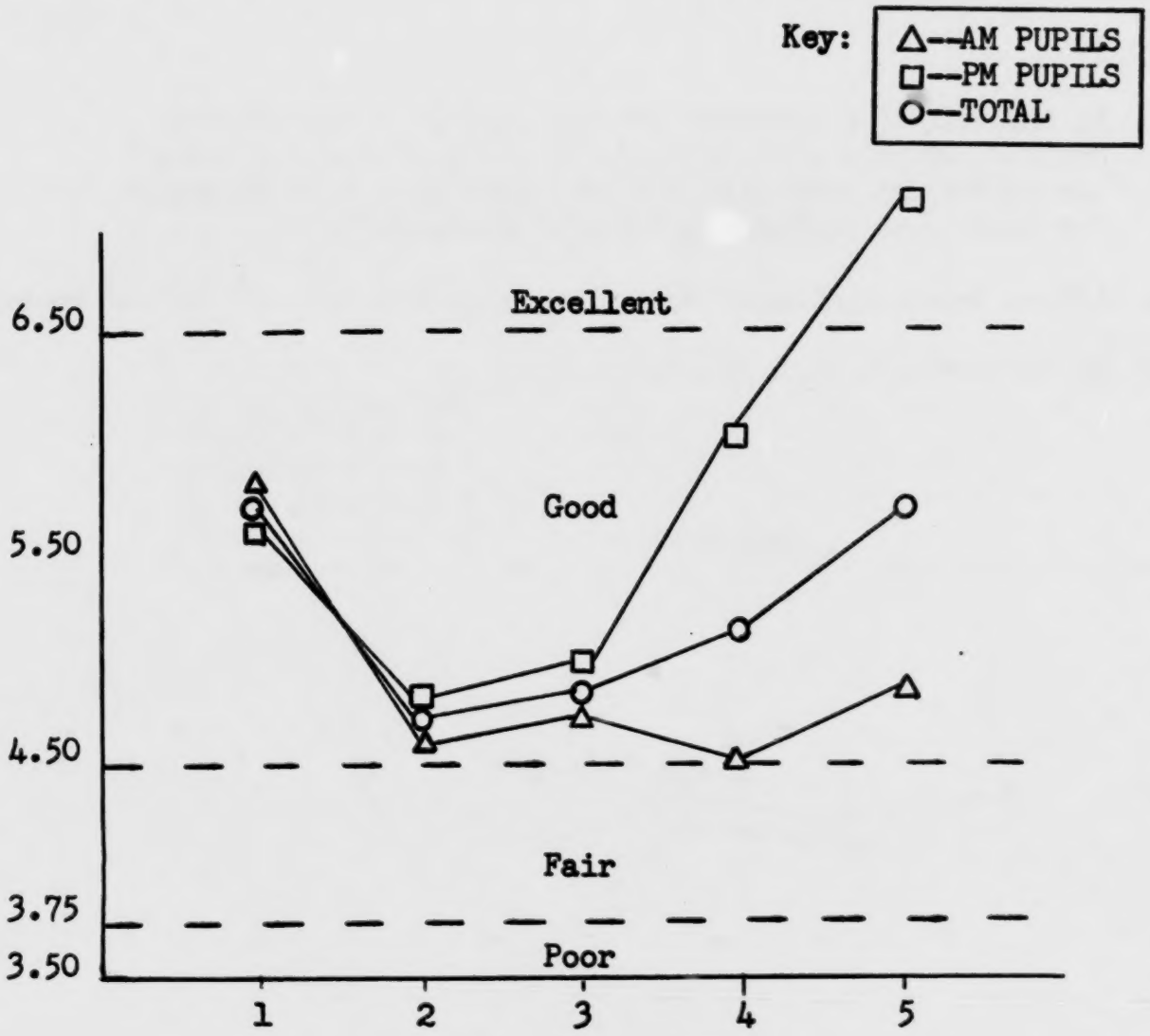


Fig. 13—Secondary Mathematics Pupil Attitudes Toward the Calculator

Project pupils in the evaluation held attitudes toward the calculator classified as good throughout the semester. The PM pupils for most administrations outscored the AM pupils and for one scale administration scored in the excellent range. Between 15 and 35 AM pupils and 11 and 25 PM pupils responded to the following items on this attitude factor: "How I feel when I use the calculator" and "How I feel about using the calculator." Objective 2, with respect to the calculator, was considered accomplished.

Objective 3

At the end of a semester in the Secondary Mathematics project, pupils will indicate a positive feeling toward themselves by averaging 4.5 or above on a 7 point scale for each item pertaining to self-impression.

The figures below indicate that this objective was met by the evaluation pupils at North Division High School.

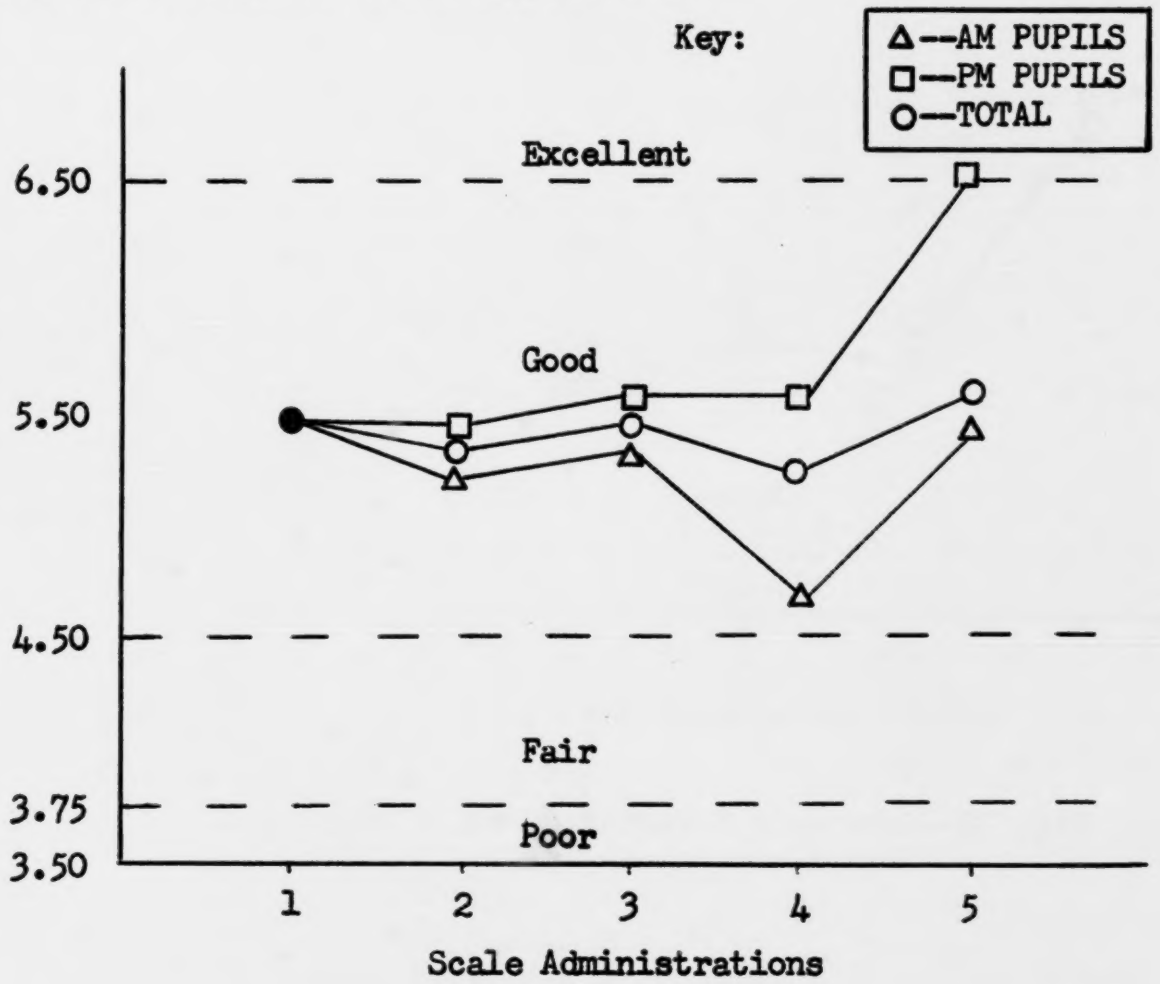


Fig.14--Secondary Mathematics Pupil Attitudes Toward Themselves

Project pupils in the evaluation held <u>attitudes toward themselves</u> which were classified as good throughout the semester. PM pupils consistently scored higher than AM pupils and even reached the excellent range. Between 29 and 73 AM pupils and 20 and 51 PM pupils responded to the following items making up this attitude factor: "How I really am," "How I am as a student," "How I am as a math student," and "How I feel about my future."

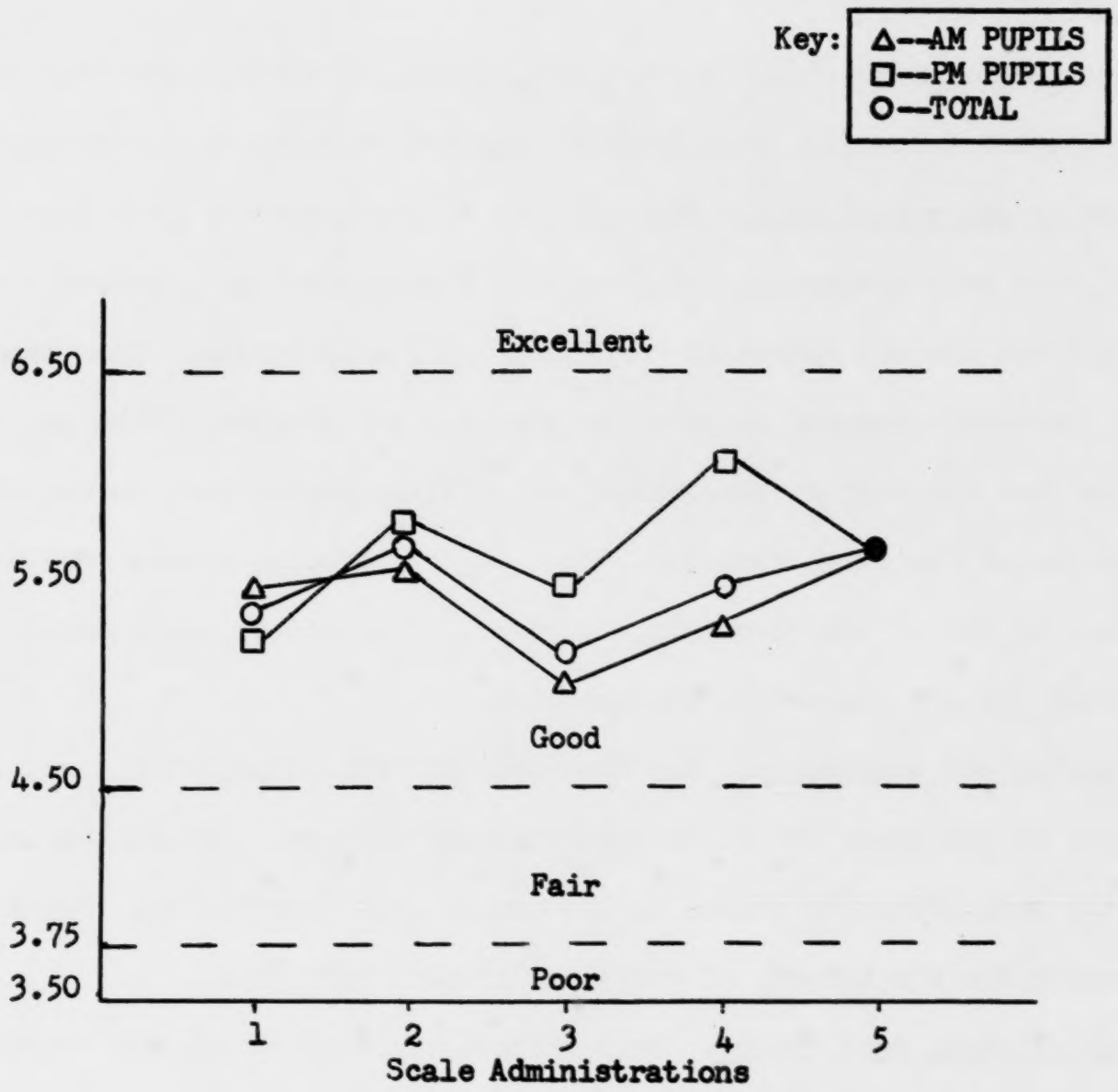


Fig. 15—Secondary Mathematics Pupil Attitudes Toward Others' Perceptions of Themselves

Project pupils in the evaluation held attitudes toward others' perceptions of themselves which were classified as good throughout the semester. For most scale administrations, PM pupils scored higher than AM pupils and reached the excellent range on one occasion. Between 13 and 35 AM pupils and 9 and 25 PM pupils responded to the items of this attitude factor: "How others see me" and "How my math teacher sees me."

Project Operation Survey

A questionnaire relating to the operation of the project was sent to the thirteen project teachers. Nine project teachers returned the questionnaires.

Planning and supervision. The majority of responding project teachers felt that they were adequately involved in the structure and planning but a few thought the project needed more structure and supervision. The responding teachers indicated they had received an adequate explanation of the project objectives from the project supervisor, or a fellow instructor, before or at the beginning of the first semester. The project objectives were considered appropriate by six of the responding teachers. One teacher was undecided; two teachers did not respond to the question.

Strengths and weaknesses. The nine teachers who responded did not agree on the most or the least effective aspect of the project. One teacher mentioned that the most effective aspect of the project was flexibility. Perhaps this accounts for the variety of responses to this question.

Areas of pupil development. Four project teachers cited self confidence and motivation to learn as the two areas of greatest pupil development.

SECONDARY SCHOOL MUSIC

GRADE LEVEL: 6-12

NUMBER OF PUPILS: 228

PROJECT BUDGET: $16,411.00

STAFF: 1 Supervising Teacher

SCHOOLS INVOLVED:

Fulton
Holmes
Lincoln
North Division
Roosevelt
Wells
West Division

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

SECONDARY SCHOOL MUSIC

...to provide instruments to pupils so they may participate in musical organizations...

Population

Project pupils in grades 7-12 demonstrated an aptitude for music on a group musical aptitude test and were identified by the school social worker as belonging to a low income family.

A pilot group of 5th and 6th grade pupils participated in the project at Oliver Wendell Holmes elementary school.

Description

A supervising music teacher identified potential project pupils through interviews and administrations of a group musical aptitude test. The selection of an appropriate instrument was based upon physical characteristics and personal preferences of the pupil as well as availability of the instrument.

Parents of the project pupils were contacted and arrangements for the free loan of the instrument were completed. After receiving the instrument, pupils took music lessons in their schools and were encouraged to try out for band or orchestra.

Objective Evaluated

The primary purpose of the Secondary School Music project was to provide musical instruments to pupils from low income families who demonstrated an aptitude and interest in music.

Evaluation Procedures

The evaluation of the Secondary School Music project was limited to a collection of the frequency distribution of pupils and musical instrument studied.

Project pupils were requested to respond to a questionnaire concerning participation in a musical organization and the selection of an instrument.

Current Evaluation Findings

Figure 16 indicates the number of project participants and the musical instruments used by these pupils.

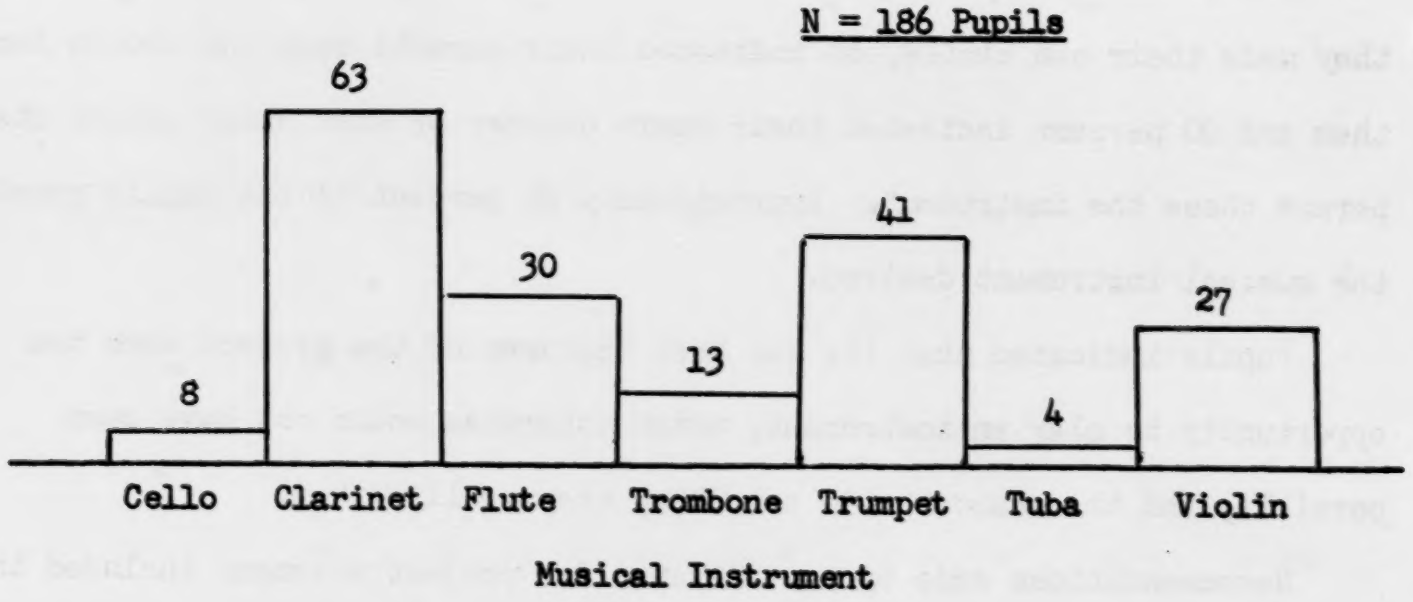


Fig. 16--Secondary School Music Participation and Instrument Used

It should be noted that the number of instruments issued did not equal the number reported as available (214) due to the fact that some instruments were temporarily out of service because of repairs or loss. Lost instruments were not always replaced by the same type of instrument, but by one which was in greatest demand, e.g., clarinets.

Of the 186 participants during the second semester, 120 responded to a pupil questionnaire concerning their participation in the project and the selection of an instrument. Of the 120 responding pupils, 78 percent indicated that the music project provided the only possible means for them to participate in a music education program; and of these, 54 percent indicated that a lack of money prevented them from earlier participation in a music training program. Of the 120 respondents, 49 percent indicated that they could not have obtained a musical instrument if there had not been a Title I Secondary School Music project. In response to a question regarding the person who made the choice of instrument, 74 percent of the responding pupils indicated they made their own choice, 6% indicated their parents made the choice for them and 20 percent indicated their music teacher or some other school staff person chose the instrument. Approximately 85 percent of the pupils received the musical instrument desired.

Pupils indicated that the two best features of the project were the opportunity to play an instrument, which otherwise would not have been possible, and the chance to do something they really liked.

Recommendations made by participants for project movement included the availability of additional instruments so that more pupils could benefit, conducting lessons after school instead of Saturday mornings, permitting

pupils a choice of teacher, increasing the number of lessons and practice sessions, and enforcing attendance at these sessions.

The findings indicated that this project achieved its objective of discovering children among low income families with musical aptitude and providing them with musical instruments for instrumental study. During the first semester, 85 percent of the Title I instruments were in continuous use, and 87 percent were used during the second semester. Of the 80 students in the project for the first time, 54 percent said that a lack of money prevented them from participating in musical study previously, indicating that this project indeed provides an opportunity for economically disadvantaged children to obtain musical training. One of the most frequent recommendations, made by participants was to have more instruments available so that a greater number of children could benefit from the project.

Supportive Service Projects

1. Elementary Guidance
2. Secondary Guidance
3. Returnee Counselor
4. Secondary Work Experience
5. Social Work
6. Psychological Services
7. Special Educational and Service Centers
8. Social Improvement
9. Outdoor Education
   a. Naturalist
   b. Mobile Laboratory
   c. Field Trip
10. Testing Services
11. Recreation For Handicapped Children
12. Instructional Resources
    a. Support Service
    b. Elementary Resource Center

+6

ELEMENTARY GUIDANCE

GRADE LEVEL: K-8

NUMBER OF PUPILS: 2,864

PROJECT BUDGET: $135,265.00

STAFF:
1 Supervisor
10 Counselors
1 Clerical

SCHOOLS INVOLVED:

Allen-Field
Auer
Brown
Fifth
Forest Home
Garfield
Holmes
Kilbourn
LaFollette
Lee
Lloyd
MacDowell
Meinecke
Ninth
Palmer
Siefert
Twelfth
Twentieth
Twenty-first
Vieau
Walnut
Bethlehem Lutheran
Boniface Community
Bruce-Guadalupe Community
Francis Community
Leo Community
St. Stephen Lutheran
Walker Point Community

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

44

ELEMENTARY GUIDANCE

... to help children become oriented
to the educational process ...

Population

Elementary pupils were referred to the guidance counselor by a teacher through the assistance of the Title I building coordinator at the school.

Project services were concentrated on kindergarten through fourth grade pupils whose behavior indicated severe need for counseling. Services were extended through the eighth grade for a few select pupils.

Description

The guidance project was modified at each school to best serve the needs of that school. The process used to help overcome pupil problems was decided jointly by the principal, vice-principal, counselor, and project director.

The guidance counselors' responsibilities included group and individual counseling, diagnostic testing, consultation with parents and teachers, classroom and playground observation, referral to other professional services when appropriate, maintenance of pupil counseling records, and assistance to teachers regarding the interaction of individual pupil differences with pupil learning behavior. Hand puppets, pictures, games, and small rewards were used to put pupils at ease while communicating with them. Guidance techniques such as play therapy, dance therapy, puppet therapy, positive and negative reinforcement were used when deemed appropriate. The development of techniques and information regarding the unique problems of the disadvantaged were discussed at inservice workshops.

Objectives Evaluated

Since the project objectives varied for specific individuals and groups counseled, it was not appropriate to detail objectives for the total project population.

Evaluation Procedures

The elementary counselors were asked to fill in a questionnaire that noted the referring person, reason for referral, counseling treatment, outcome, and the factors contributing to the outcomes of their two most successful and two least successful counseling cases during the first semester.

Questionnaires concerning the counselees were sent to persons who had referred them for guidance. These questionnaires were then compared with the counselors' questionnaires for the degree of agreement on counseling outcomes and for the identification of factors which might have contributed to those outcomes.

Previous Evaluation Findings

The formal evaluations from the years 1967-1968 and 1968-1969 used multiple regression and covariance procedures to compare project pupils and non-project pupils on attitudes toward school and self, conduct attendance, and report card grades in reading, language, arithmetic, social studies, art, music, and physical education. Each year there was insufficient evidence to conclude that project pupils differed significantly in achievement and attitudes from non-project pupils.

Principals and vice-principals noted satisfactory project improvement in pupil attitude toward school, pupil personal development, pupil-teacher

relationships, home-school relations, out-of-school activities, and supervision.

Principals expressed a need for more guidance time and an extension of services in the areas of group counseling and parent consultation.

Current Evaluation Findings

Pupils were referred to the elementary guidance counselors for problems which were primarily behavioral, social, academic, and personal. During the first semester, 1,157 pupils were referred for the reasons listed in the following figure.

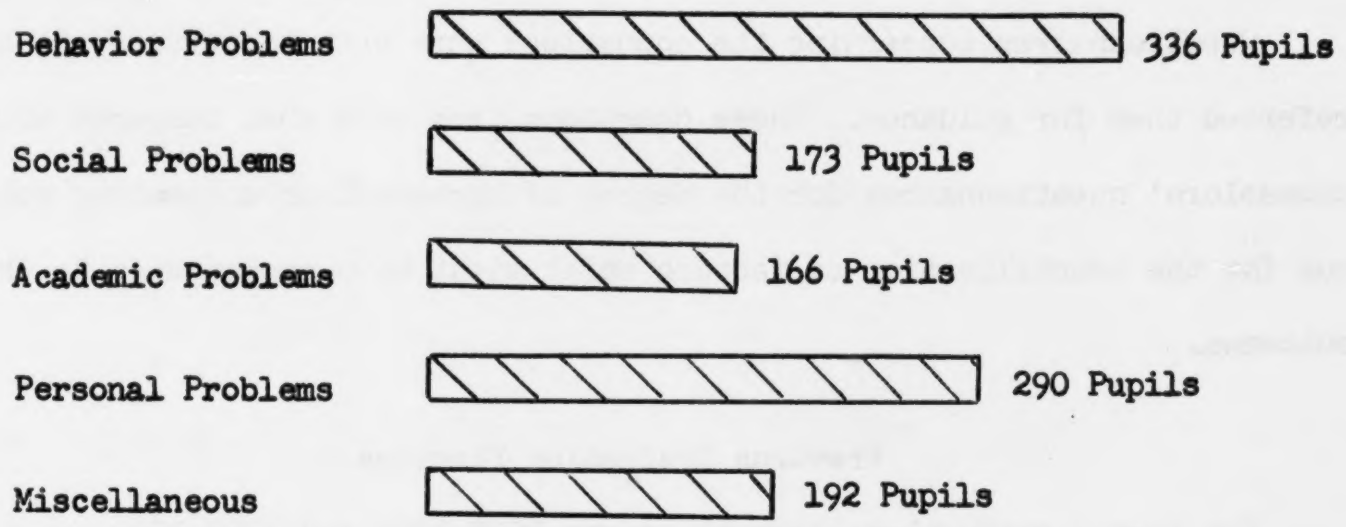


Fig. 17--First Semester Pupil Problems and Frequency of Referral to Elementary Guidance Counselors

Aggressive and disruptive behavior in class or on the playground were the primary examples of behavior problems. Inability to get along with peers characterized the majority of the social problems. General learning problems represented almost half of the academic problems. Personal complexes were the main personal pupil problems encountered by the counselors. Most

of the miscellaneous problems involved new pupils at school or pupils needing group interaction experience.

The guidance counselors submitted to evaluation 16 of their most successful cases and 16 of their least successful cases. The counselors noted that on ten of the successful cases the contributing factor to this success was the attention given the student by the counselor. Another contributing factor to eight successful cases was teacher understanding of the pupil's problems. For five of the least successful cases, the counselors perceived teacher attention to the pupil's problem to be lacking; for three other least successful cases, the coun[illegible] felt he did not have enough time in therapy with the pupil.

The persons who had referred the pupils making up these 32 successful and unsuccessful cases agreed with the counselors 86% of the time on the reason for referral and the success or lack of success of the treatment. The referring persons were aware of the treatment used by the counselor in 61% of the cases. Counselors and referring persons agreed on 68% of the cases as to the identification of the major factors contributing to the counselor progress.

Again, as in previous years, principals expressed a need for more consultation with parents and teachers and more group counseling for pupils.

SECONDARY GUIDANCE

GRADE LEVEL: 7-12

NUMBER OF PUPILS: 1,754

PROJECT BUDGET: $122,732.00

STAFF:
1 Supervisor
22 Counselors*
1 Clerical

SCHOOLS INVOLVED:

Fulton	Roosevelt
Kosciuszko	South Division
Lincoln	Wells
North Division	West Division

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Board Funding Varied From
20% to 80%

SECONDARY GUIDANCE

... to help overcome social and emotional problems of pupils which affect pupil communication skills development ...

Population

All pupils who were enrolled in the Title I ESEA direct service project at the junior and senior high school level were eligible for participation in the Secondary Guidance Project. The direct service projects included Secondary Science, Secondary Language Arts, Secondary Social Studies, and Secondary Mathematics.

The criteria for selection of the pupils to be served was thereby established partially by the eligible pupils' need for counseling.

Description

Twenty-three counselors spent time equivalent to nine full-time positions engaging in individual and group counseling. The counselor-student ratio was 1:450 compared with the city-wide ratio of 1:650. Each pupil in the project received guidance sessions at least three times during the year.

A variety of vocational, educational, and adjustment counseling techniques were employed to serve the needs of project pupils. The responsibilities of the counselor included parental interviews, teacher consultation, student orientation and follow-up studies, referral to other supportive services and to community resources, and direction of the school testing program as well as pupil record maintenance.

Objectives Evaluated

The objective of this project was to provide more time for counseling of ESEA pupils with respect to the social and emotional problems affecting their communication skills development.

Evaluation Procedures

A count was made of the total number of pupils counseled. Since prior evaluations had indicated that the project was considered by project staff to be effective in lessening pupil problems. The current evaluation sought to isolate factors that were perceived as contributing to the success of the guidance process.

Each counselor was requested to provide information on two of his most successful pupil cases and two of his least successful pupil cases which he undertook during the first semester. For each of the four pupils, the counselor indicated who referred the pupil for guidance, reasons for referral, guidance procedures used, results of guidance, and the factors contributing to these results.

Previous Evaluation Findings

The 1966-1967 project evaluation used counselors' logs, questionnaires, and report card grades to assess the achievement of project objectives. These sources of data indicated that pupils in the project had better attitudes toward self and school after project involvement.

The 1968-1969 project evaluation compared project and non-project pupils regarding their attitude to school, self, and peers; attendance; and conduct. A multiple regression and covariance statistical procedure was used to analyze

the data and to adjust posttest scores for initial group differences in sex, grade level, IQ, conduct, attendance, age, and IQ scatter. There was insufficient evidence to conclude that project pupils did better or worse than similar non-project pupils. The project itself was given a rating of satisfactory by principals for its improvement of pupil attitudes, personal development, pupil-teacher relationships, home-school relationships, out-of-school activities, and supervision.

Current Evaluation Findings

The counselors in the project served 1,754 pupils. As part of the evaluation, 17 of the 23 counselors provided data on 35 successful counseling cases. Teachers and counselors were the main source of referral for these cases. The two primary reasons for referral were under-achievement and poor attitude toward school and teachers.

The procedures used for the successful and non-successful cases were similar, as would be expected, with the exception that conferences with parents were held twice as often in unsuccessful cases. This fact, plus the greater number of referrals to a psychologist in the unsuccessful cases, probably indicated the severe nature of the pupil problems.

The successful outcomes of a case were identified by pupil improvement in class work, attendance, and behavior. These pupils usually had parents and teachers interested in the problem and had the self-motivation needed to change behavior. These two factors helped the pupil accept the counseling procedures. Pupils who were not helped by the counseling methods were usually from homes characterized by strife or poverty or disinterested parents.

RETURNEE COUNSELOR

GRADE LEVEL: 9-12

NUMBER OF PUPILS: 136

PROJECT BUDGET: $25,021.00

STAFF: 2 Counselors

SCHOOLS INVOLVED:

South Division
West Division

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

RETURNEE COUNSELOR

... to increase the holding power of the school regarding potential dropouts ...

Population

Pupils in grades 9-12 returning to West Division and South Division High Schools from the Wisconsin School for Girls at Oregon, the Wisconsin School for Boys at Wales and the Kettle Moraine Boys School at Plymouth were eligible for participation in this project.

Counseling sessions for project pupils were arranged in the following order of priority:

1. Sessions for Returnees from correctional institutions who have returned since the start of the fall semester
2. Sessions for past returnees who were still on parole
3. Sessions for pupils who have have had dealings with the law but were not committed to an institution.

Description

Kettle Moraine School for Boys at Plymouth. the Wisconsin School for Boys at Wales, and the Wisconsin School for Girls at Oregon each assigned a liaison teacher to work with released pupils assigned to South Division and West Division High Schools. Each high school reciprocated by assigning one ESEA Title I counselor full time to accomodate the special needs of returnees. The responsibilities of these counselors included the arrangement of special academic programs, social work services, and psychological services; parental and teacher conferences; weekly conferences with parole and probation officers; and the coordination of possible daily conferences between a liaison teacher and a returnee.

Objectives Evaluated

The primary objective of the Returnee Counselor project was to make the 1969-1970 rate of recidivism less than the 1968-1969 rate of recidivism for returnees at South Division and West Division High Schools. Recidivism was defined as the return of a pupil to a correctional institution.

Evaluation Procedures

The rates of recidivism for the 1969-1970 academic year at South Division High School and at West Division High School were compared with the rates of recidivism from these two schools for the 1967-1968 and the 1968-1969 academic years.

Previous Evaluation Findings

There existed no previous formal evaluation of the Returnee Counselor project. An informal study conducted by a guidance counselor at South Division High School in the 1967-1968 academic year disclosed that 20 of 37 boys returned to South Division High School were recommitted to correctional institutions between September, 1967, and April, 1968--a recidivism rate of 54 percent.

Current Evaluation Findings

Table 32 contains the number of returnees, recidivists, and the recidivism rate for 1968-1969 and 1969-1970 academic year at the project and non-project schools.

TABLE 32

RECIDIVISM RECORD OF RETURNEE COUNSELOR PROJECT PUPILS AND NON-PROJECT PUPILS

Schools	Number of Returnees		Number of Recidivists		Percent of Recidivists	
	68-69	69-70	68-69	69-70	68-69	69-70
Project						
South Division	52	65	24	22	46	34
West Division	92	82	44	29	48	35
Non-Project						
Lincoln	46	61	22	17	49	28
North Division	95	64	43	13	45	20

The data displayed in this table indicated that the project objective was accomplished at the four schools listed. Since these data involved the total population of interest, inferential statistical treatment was appropriate for the evaluation. The data indicated that counseling personnel at all four schools did a good job of reducing recidivism. The non-project schools had a slightly better reduction in recidivism rate than the project schools.

SECONDARY WORK EXPERIENCE

GRADE LEVEL: 10-12

NUMBER OF PUPILS: 52

PROJECT BUDGET: $3,500.00

STAFF: 3 Counselors*

SCHOOLS INVOLVED:

Lincoln
South Division
West Division

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Title I Funded 1 hour per day
for first semester

SECONDARY WORK EXPERIENCE

...to expose pupils to the educational and work role of our society...

Population

Several criteria for participation in this project determined the description of the project population. These criteria were the following:

1. Pupils were 16 years or older
2. Pupils were enrolled at Title I area schools
3. Pupils had a previous record of poor attendance (a minimum of 20 unexcused days)
4. Pupils had conduct grades of D and U
5. Pupils usually had too few credits toward graduation
6. Pupils were enrolled in grades 10 through 12.

Description

The project counselors initiated contact with prospective employers through the assistance of agencies such as the Youth Opportunity Center, the Wisconsin State Employment Service, City Hall, and various private firms. As liaison for selected pupils, schools, parents, and employers, the counselor attempted to individually tailor a program which would satisfy the needs of all parties concerned, especially those needs of the pupil. The available jobs were discussed during the parent-pupil-counselor conference. The services of the school's ESEA psychologist and social worker were additional assets used to alleviate pupil problems at school and at home.

Credits toward graduation were given to pupils completing the program: 3 1/4 credits earned from school work and 1 credit earned from job experience. Afternoon job employment throughout the duration of the program remained contingent on satisfactory school attendance in the morning. This type of employment included job descriptions such as stock boy, filling station attendants, waitresses, sales people, clerks, and office workers.

Objectives Evaluated

The objective of this project was to provide pupils 16 years or older with part-time employment, not necessarily related to a particular school subject, which would bring the student in contact with the "world of work."

Evaluation Procedures

The vocational counselors for this project were requested to provide information regarding project criteria used for pupil selection, the availability of jobs and job training, and the strengths and weaknesses of the project.

The pupils in the project were sent a questionnaire which sought pupil perception of the influence of job employment on school attendance and school academic performance. Pupils were asked to state what they liked about the project and to suggest changes which could strengthen the project.

Pupil GPA and average days present were collected at the three project schools: Lincoln, South Division, and West Division. These data for 1970 were then compared to the 1969 data for the same pupils.

Current Evaluation Findings

Fifteen of 52 project pupils did not remain in the project for the school year. Of these, nine left school at age 18; three graduated at mid-term; two left school to work full time at their jobs; and one left the project to attend school full time. The findings in the current evaluation refer to pupils in the project at the end of the school year.

TABLE 33

SECONDARY WORK EXPERIENCE PUPIL GPA AND ATTENDANCE
IN JUNE 1969 AND JUNE 1970

School	Number of Pupils	Mean GPA		Mean Days Present	
		1969	1970	1969	1970
Lincoln	13	0.56	0.92	122	130
South Division	12	1.74	2.12	159	148
West Division	11	2.01	2.09	160	129

Lincoln High School pupils enrolled in Secondary Work Experience attended school an average of eight more days than they had a year prior to entering the project. Pupils at the other two schools attended less than they had a year prior. All project pupils gained more in GPA than they had the year prior.

Responses from a counselor questionnaire revealed that all three counselors selected almost all pupils according to the stated criteria of poor attendance, potential dropout, and under-achievement. Two counselors used these criteria: behavior problems, over-age for grade level, behind in credits earned, and need for money. One counselor included some seniors who were good students and had good attendance records. According to the counselors, jobs were difficult to find but available. Job training consisted of counseling pupils about their behavior and appearance on the job.

The advantages of the project as perceived by counselors were increases

in credits earned, the earning of pocket money, improved attendance, the teaching of the demands and rewards of employment, and the absence from study halls and corridors of disinterested pupils. The weaknesses noted by the counselors were that the job often assumed more importance than school, few types of jobs were available, and adequate guidance was hampered by a lack of time.

Counselors suggested that the project include a "world of work" course concurrent with employment, a pre-requisite of two weeks of good school work for acceptance into the work-experience project and a pupil conference on attitude toward work.

Thirty of the 52 project pupils responded to a questionnaire regarding the value of the project. Of those responding, 20 pupils said they came to school more often since they were employed and 18 said they were doing better school work than they did last year. The project pupils liked these project aspects: the income and the avoidance of a half day of school. Suggested changes in the project centered around the expansion of the project.

SOCIAL WORK

GRADE LEVEL: K-12

NUMBER OF PUPILS: 1,680

PROJECT BUDGET: $230,716.00

STAFF:
2 Supervisors*
11 Social Workers
1 Assistant Social Worker
36 Social Work Aides
2 Clerical

SCHOOLS INVOLVED:

All Title I ESEA Schools
Public and Non-Public

PROJECT OPERATION AND CONTROL
Division of Pupil Personnel
Title I Office

*Board Funded

SOCIAL WORK

... to assist in resolving the school, home, and community problems that impede pupil progress and adjustment in school ...

Population

ESEA Title I Social Work Services were available to all of the pupils in the Title I projects at grade levels K-12, with special emphasis directed toward pupils in grades K-4. Pupils were seen by the social worker for the following reasons: attendance problems, emotional and psychiatric problems, educational problems, health problems, community social agency requests, and home problems.

Description

The Social Work project provided attendance services, casework services, consultation services, community liaison services, and counseling service. Attendance services involved pupils with chronic attendance problems of a truant nature and pupils with attendance problems related to health and emotional difficulties. Casework services included individual counseling for pupils, conferences with parents relating to pupil problems, and conferences with parents to assist them in using appropriate social service agencies. Consultation services provided a feedback and discussion system among school teaching staff, other school supportive services, social service agencies, and school social workers. Community liaison services included reports and referrals to social service agencies. Counseling services were provided to pupils and parents through a team approach and a one-to-one approach.

School social work aides assisted the social worker in his role as liaison between home, community, and school.

Objectives Evaluated

Since the project objectives varied for specific individual pupils seen by the social workers, it was considered inappropriate to list objectives for a total project population. To give a clearer view of the types of pupil problems handled by the social worker, a sample of case studies was selected for the reader.

Evaluation Procedures

A report of ESEA Title I pupils involved in Social Work services was submitted by each of the ESEA Title I schools. These reports were used to determine the number of pupils in the project. Four social workers were selected by a Social Work supervisor to furnish the case studies used for evaluation purposes. The selected social workers compiled a list of their cases and identified the problem area for each case. From these lists, a random selection of cases was drawn from each problem area. These randomly selected cases were written up by social workers and reviewed by the Department of Educational Research and Program Assessment.

Previous Evaluation Findings

The 1966-1967 formal evaluation investigated attendance, conduct, and subject matter achievement of project pupils. The findings indicated that there were no significant changes in the project pupils' attendance, conduct, and subject matter achievement over the duration of project involvement. However, a project personnel questionnaire yielded positive reactions toward the project.

The 1967-1968 evaluation used a scale of attitude toward school and self as the primary criterion measure to compare project and non-project pupils.

A multiple regression and covariance analysis adjusted the post measures for initial differences between project and non-project pupils on the variables of all academic report card grades, IQ, attendance, and conduct. No significant differences in attitude toward self and school were found between project and non-project pupils.

The 1968-1969 evaluation considered attendance, conduct, and attitude toward self, peers, and school as primary criteria for determining project success. These post measures were adjusted for initial differences between project and non-project pupils on the variables of sex, grade level, IQ, attendance, age, and conduct. Significant differences were found between the project and non-project pupils for the attendance and conduct measures. The control pupils received better conduct grades and attended school more often than project pupils. The reliability of findings in these previous evaluations was lessened by the inability of the adjusting variables to account for more than half of the pupil performance on the criteria measures. (See Appendix A.)

For all previous evaluations, classroom teachers, Title I coordinators, and principals expressed positive reactions toward the project.

Current Evaluation Findings

The randomly selected case studies, enumerated below, documented the activities of the social worker used to resolve emotional, educational, health, home, and general problems of project pupils.

The legal authority exercised by the social worker when dealing with pupil attendance problems was best utilized in the total plan of the worker when he attempted to evoke a positive change in a pupil. This authority was not used as an isolated tool or technique apart from the problem situation. Case one,

an attendance problem, was one example of the social worker's legal authority.

> Pupil A, age 17, presented a severe attendance problem at the time a school administrator referred this pupil to the school social worker. The school social worker assigned his social worker aide to make a home visit to determine the cause of Pupil A's absences. The parent stated Pupil A had physical difficulties; but, as the absences continued, the parent did not provide medical verification of health difficulties which would legally excuse the pupil from school. Frequent home visitations on the part of the social worker revealed that Pupil A had no valid reason for being out of school. The parent's response to the social worker's discussion as to educational needs for the future was essentially one of indifference. It became quite apparent that an authoritative direction had to be taken. A formal warning letter was sent to the parent with a copy of the school attendance laws outlining the necessity to take legal action if improper absences continued. Following this action, there was a noted improvement in Pupil A's attendance. Pupil A's case situation was one in which the counseling, explorative discussions, and evaluations needed to be re-enforced by the appropriate use of authority.

Case two, an emotional problem, illustrated the social worker's effort to properly assess through various means the basis for the pupil's school difficulties. These efforts were quite expansive due to the complexity of the pupil's problem.

> Pupil B, age 16, was referred to the social worker by a teacher. Immature and hyperactive behavior of the pupil was disrupting the class and impeding Pupil B's progress. The teacher had requested a conference with the parent but the mother failed to appear. Home contact was initially made by the social worker aide who informed the mother that a conference with the teacher was desired. The social worker later conferred with the parent and informed her that the child's behavior made it necessary for the school to provide constant adult supervision. In addition, the parent was informed that Pupil B's aggressive behavior made it impossible for a satisfactory adjustment. The parent was also informed that all of the supportive services were involved and it was hoped that a suitable plan could be devised. The mother did appear at school and had a conference with the teacher. The social worker subsequently had a conference with the principal to establish the level of progress of the other supportive service personnel. The principal explained that Pupil B's acting out behavior was continuing and that perhaps a more appropriate placement was needed. The social worker made contact with the parent and urged her to arrange for a thorough physical examination at Children's Hospital and to request a psychiatric consultation at the time of the medical appointment.

The social worker noted that the parent was seen at the Milwaukee Health Department subsequently and that she had informed the physician that Pupil B was currently being seen at Children's Hospital. The social worker's most recent contact with the principal and teacher revealed that Pupil B's behavior continues to be disrupting and a referral has been made to the Auer Avenue Special Services Center for a diagnostic evaluation. If the application is accepted, the social worker will contact the other school social worker, inform her of previous activity, and request a copy of the future staffing notes.

Case three, an educational problem, illustrated the complexity of the factors that impede a pupil's progress in school. The utilization of school personnel to clarify the problem and assist in developing an educational plan for the pupil was considered essential.

Pupil C, age 13, presented concerns to the school with respect to his educational problems. The school social worker was requested to obtain background material to complement other assessment procedures. With these data, along with other information and test results, a school staffing was held to consider the most appropriate educational program for Pupil C. The personnel in the staffing included the social worker, psychologist, guidance counselor, vice-principal, and the teacher. It was the consensus of this staffing that Special C placement be made available and that assignment to a group counseling program conducted by a psychologist be given with a request for a Volunteer Aide in the Psychological Services program. The social worker discussed these recommendations with the parent who agreed to allow Pupil C to participate in this overall educational program. Pupil C displayed rather significant improvement in attendance and began to participate in his school activities. While attendance problems precipitated the referral to the school social worker, it was evident that the predisposing problems affecting the overall school adjustment and progress stemmed from the need for proper educational placement. However, Pupil C's responses to his own family situation may have a negative affect upon school adjustment.

Case four, a health problem, called for skilled counseling, understanding of sociocultural background, knowledge of community resources, and utilization of school services and procedures.

Pupil D, age 16, was referred to the school social worker by a school administrator. The referral was based upon the fact that the pupil was pregnant. The situation concerning Pupil D's condition was discussed with the pupil and her parents by the

school social worker and school administrator. Because of the nature of the problem, the religious background of the family, and the language barrier, the social worker readily recognized the emotional trauma that existed. Through discussion, leading to a release of tension and anxieties, a plan was developed by the parents and Pupil D. Pupil D returned to her homeland after a release from school was obtained. Pupil D did return home shortly after delivery to be with her family. In the process of helping Pupil D and her parents accept the realities of Pupil D's condition, the possibilities for economic and medical assistance were explored with the family as well as with the appropriate social service agencies. Upon Pupil D's return home, arrangements for home tutoring were made.

Case five, a home problem, requesting school Social Work services pointed up the cooperative working relationship between the supportive services in the school, the alertness of the teacher who sought assistance, and the alertness of the parent who expressed her concerns to the social worker.

Pupil E, age 10, was referred to the school social worker by the school psychologist who suspected that problems in the home were interfering with school progress and adjustment. Pupil E was unresponsive in class and appeared quite depressed. The problems detected in the psychological appraisal indicated conflict between Pupil E and her mother. Home visitation and discussion with Pupil E's mother revealed that Pupil E's father died recently, and the father's death seemed to create a fear on the part of Pupil E that another member of the family would die. The introduction of a female teenage cousin in the home has helped Pupil E. The mother did acknowledge that, in the past, her relationship with Pupil E has been poor, but that she has been endeavoring to become closer to her daughter to develop a more positive relationship and interpret how children will react to the loss of a parent. The psychologist received this information, and it seemed apparent that the mother gained some understanding as to her daughter's feelings and behavior. Pupil E subsequently made gains in her school adjustment, but these gains were not lasting. After the case was closed, it was again considered for re-opening since Pupil E was finding it difficult to adjust to the classroom setting. This is the kind of case situation that should be followed up through various supportive services as an ongoing case so that Pupil E receives continuous help.

Case six, a request for information, illustrated the utilization of Social Work services as a liaison between school, home, and community services which provided for a sharing of vital information leading to shared endeavors in reducing the pupil's school anxieties.

Pupil F, age six and a foster child, was referred by her classroom teacher who requested information about the family background. Pupil F seemed very confused, slow at catching onto things, and lacking life experiences. After conferring with the teacher who had expressed a desire to work jointly with the foster mother on a somewhat individualized learning program for Pupil F's benefit, the social worker consulted with the Milwaukee County Welfare Department caseworker who explained that Pupil F had experienced numerous moves and been subjected to much bizarre behavior which accounted for her disorganized personality. This information was shared with the referring teacher and arrangements were made for the teacher, foster mother, and County Welfare caseworker to have regular conferences.

The preceding case studies briefly summarized the detailed involvement of the social worker in the emotional, educational, health, and home problems of project pupils.

PSYCHOLOGICAL SERVICES

GRADE LEVEL: K-12

NUMBER OF PUPILS: 870

PROJECT BUDGET: $117,737.00

STAFF:
1 Supervisor*
11 Psychologists*
2 Teachers of
Emotionally Disturbed*
4 Clerical

SCHOOLS INVOLVED:

All Title I ESEA Schools
Public and Non-Public

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*70% Funded by State Division for
Handicapped Children

PSYCHOLOGICAL SERVICES

... to provide individual and group therapy for children with serious learning, emotional, and behavior problems ...

Population

The project served pupils in grades K-12 with special concentration on pupils in grades K-4. Pupils referred by teachers and administrators usually demonstrated seriously inadequate coping behavior in handling learning, behavior, and emotional problems. Examples of these self-defeating coping strategies were the following:

1. Acting-out behavior
   a. Defensive acts
   b. Hostile acts
   c. Destructive acts
2. Withdrawal behavior
   a. Sleeping
   b. Daydreaming
   c. Retreating from peers
3. Passive behavior
4. Neurotic behavior
   a. Anxiety states
   b. Fears
   c. Depression
5. Psychotic behavior.

Description

This project provided psychotherapeutic services to Title I pupils, inservice activities for non-professional as well as professional staff, and involvement opportunity for parents and the community members. The types of psychotherapeutic activities available for ESEA Title I children were facilitative therapy, behavior modification techniques, and cognitive skill development. Facilitative therapy was an individually designed psychoeducational program utilizing such materials as programmed instruction, pictures, tapes, games, stories, and manipulative objects applied with the help of a teacher, parent aide, or an older child for whom the psychologist acts as the initiator and consultant. Specific behavior modification techniques were used with individuals, groups, or a total classroom to guide the behavior of the withdrawn, aggressive, verbal, or non-verbal pupil. Cognitive skill development was based upon theoretical constructs similar to those used by Piaget concerning the process of acquiring systems of thinking.

Objectives Evaluated

Since the project objectives varied by specific individuals treated in therapy, it was impractical to list objectives for the total project population. To give a clearer view of the types of objectives and means used to attain these objectives, a number of case reports were selected for the reader.

Evaluation Procedures

The Title I psychologists were asked to list the names of pupils who have had therapy during the year or were presently in therapy sessions. The psychologists estimated the degree of success that therapy was having or had for each pupil listed. Each of the eleven project psychologists were asked to write descriptive and informative case reports for two therapy pupils chosen randomly from three success categories: unsuccessful, moderately successful, and very successful. The psychologists were asked to include in their case reports the answers to the following questions:

1. Why was the pupil recommended for therapy?
2. Who recommended the pupil to you initially?
3. What in your opinion was the pupil's problem(s)?
4. What behavior was symptomatic of the pupil's problem(s)?
5. What objective and subjective procedures were used for diagnosis of the pupil's problem(s)?
6. What inferences were made from these observations?
7. What specific treatment procedures did you use in attempting to lessen or eliminate the pupil's problem(s)?
8. Was the treatment of therapy successful or unsuccessful?
9. What specific pupil behaviors led you to conclude that the therapy was either successful or unsuccessful?
10. What recommendations have been made for the pupil at this point in time?

Previous Evaluation Findings

The 1966-1967 formal evaluation used a pretest-posttest one group evaluation design to assess pupil progress in arithmetic computation, conduct, reading, and attitudes toward school, self, peers, academic success, morale, self-image, and interpersonal relationships with peers and teachers. Statistically significant growth, at the .05 level, was found only in arithmetic computation and reading.

The 1967-1968 formal evaluation compared treatment and comparison pupils on their self-concept and attitude toward school. A multiple regression and covariance procedure found no significant differences between project and non-project pupils. The criterion measures for primary project and non-project pupils were adjusted for initial differences between the groups in IQ, reading level, and attendance. The criterion measures for intermediate project and non-project pupils were adjusted for initial differences in IQ, academic report card grades, conduct, and attendance.

The formal evaluation for the 1968-1969 academic year used a pretest-posttest control group evaluation design to compare project and non-project pupils on their conduct, attendance, and attitude toward self. A multiple regression and covariance procedure adjusted the criterion measures for initial differences between project and non-project pupils in sex, grade level, IQ, attendance, and age.

The comparison pupils had significantly better attendance and condut than the project pupils. However, the reliability of this finding was lessend somewhat by the inability of the adjusting variables to account for more tha half of the pupil performance on any criterion measure. (See Appendix A.)

For all previous formal evaluations, principals and teachers have agreed upon the value and importance of the services rendered by the psychologists to the schools.

Current Evaluation Findings

Of the 22 case reports especially written by the project psychologists for the present evaluation, three were selected as reports which represented each of three success categories and which aptly answered the ten questions previously listed in the evaluation procedures section. One very successful case, one moderately successful case, and one unsuccessful case are presented so that the reader may have a clearer understanding of the role of a Title I psychologist.

Very Successful Case

> Pupil A, age 11 and in fifth grade, was recommended for therapy by her teacher and vice-principal because she seemed to have a short attention span and to be unable to follow directions. She found reading to be extremely difficult and displayed little self-confidence, sucking her thumb or finger much of the time.
>
> In the psychologist's opinion, Pupil A's problems were multiple. She was academically retarded approximately three to three and one-half years behind grade placement. She seemed to have an orientation toward non-achievement as well as an anxiety and hostility toward scholastic achievement. Her self-image was poor and she needed constant encouragement and motivation.
>
> Pupil A was withdrawn and timid in the classroom, but on the playground she was very talkative and playful in a masculine way. She was unable to control her temper and fighting with peers became more and more frequent.
>
> Several objective and subjective procedures were used for diagnosis of Pupil A's problems. The Wechsler Intelligence Scale for Children measured her intellectual functioning. The Wide Range Achievement Test measured her academic level. The Bender Visual-Motor Gestalt Test diagnosed her visual-motor perception. The subjective procedures used for diagnosis were the Thematic Apperception Test, House-Tree-Person, Incomplete Sentences, cumulative folder, and conferences with teacher, mother, school nurse, social worker, and vice-principal.

The diagnostic procedures revealed that Pupil A was functioning in the mildly retarded range of mental ability, achieving three to three and one-half years less than grade placement in the areas of arithmetic, spelling, and reading, and was holding feelings of extreme inadequacy. A neurological examination of Pupil A showed no evidence of a chronic-progressive disease of the nervous system.

Specific treatment procedures were established to lessen or eliminate Pupil A's problems. A group of four children in the same grade, nearly the same age, and having similar problems met for one hour a week for psycho-educational therapy. The two boys and two girls spent the first half hour discussing different situations that had developed in their classroom during the previous week that had caused them to get into a fight, lose their temper, or become sad or unhappy. The use of the School Apperception Method cards proved very successful in the therapy sessions. The second half hour was used to help the pupils with their individual reading difficulties.

The psychologist felt that, after a parent interview and several conferences with the school social worker, little help could be expected from the home situation and that treatment procedures would therefore be wholly school centered.

The teacher, vice-principal, reading teacher, and psychologist all felt that the psycho-educational therapy program with Pupil A has been very successful. The classroom teacher reported that Pupil A now follows directions 80 to 90 percent of the time and has a much longer attention span than before therapy. The reading teacher reported that Pupil A finds her reading more interesting and seems to have more confidence in her academic work. On the playground and in the classroom, she has been able to control her temper and hasn't been in a fight for approximately five weeks. She has very few absences from school and now needs less encouragement and motivation to do her academic work.

The recommendations for Pupil A regarding her school life had to take into consideration her basic intellectual functioning, which seems to lie within the mildly retarded range, and the gap between her current measured academic level and her potential. Pupil A was recommended for Special "C" placement so she could profit from a lower pupil-teacher ratio, receive individual attention, and work at an academic level commensurate with her potential. Until placement is made, she should continue to receive help in the special remedial classes available. Therapy sessions will be terminated gradually so she will not rely on these sessions more than is necessary. Conferences between classroom teacher, remedial teachers, and psychologist should be held periodically to make sure the total well-being of the client continues.

Moderately Successful Case

Pupil B was recommended for therapy because of her "over dependence on adults". The recommendation was made by the teacher who felt that Pupil B was acting immature and demanding an excessive amount of attention in class. Teacher comments indicated that she cried easily and that she frequently mentioned running away. At the time of the referral, she was ten-years-old and in grade 4B.

She had previously been recommended for psychological evaluation in June, 1966, when she was seven. At that time, she was tested in the dull normal range of intelligence and was diagnosed as a child with average mental ability with an overlay of emotional problems. Recommendations at that time were for the classroom teacher to encourage her to enter into group activities and to possibly set up some counseling with the mother. Re-evaluation was also recommended. She was again seen by a psychologist in June, 1969, at which time her intellectual ability appeared to be mildly retarded. She was included in psycho-educational therapy in order to establish rapport for more valid testing. Recommendations at that time were made for class placement in an educable mentally retarded class. Additional recommendations were made for teachers to utilize tape recorders, films, and oral directions since her greatest strengths were in the verbal area. The problem of dependency was still seen as an emotional problem.

Pupil B was seen by the current ESEA school psychologist in October of this year because of the previous psychological. Further intellectual testing was not done but a personality assessment was made. A psychological interview, House-Tree-Person Test, Incomplete Sentences, and classroom observations were used as diagnostic tools. A Teachers' Check List was filled out by her teacher. She was seen as a child whose general intellectual functioning appeared to be within the borderline retarded range with potential in the dull normal range. Personality data indicated a child who felt powerless and somewhat thwarted. Data indicated feelings of inadequacy, insecurity, and a need for greater structure. It was the opinion of the psychologist that Pupil B was coping with her unmet needs by regression to more infantile modes of behavior. Classroom and playground observations indicated a child who had difficulty in getting along with her peers, frequently cried, sucked her thumb, and demanded an excessive amount of attention from her teacher. After initial observations and testing, the psychologist recommended inclusion in psycho-educational therapy in addition to a parent conference and social worker investigation of her emotional status in the family. The psychologist also suggested that the teacher

use social praise for acceptable academic and social behavior and, where possible, ignore some of the immature demands for attention.

Pupil B was included in psycho-educational therapy with two other girls. Composition of the group was carefully chosen so that one of the girls was quite withdrawn and tended toward fantasy, but was doing fairly successful academic work. The other girl in the group was about equal to Pupil B intellectually and tended to be more aggressive in her actions. Play therapy and verbal techniques were used to discuss feelings of anger, constructive ways of handling anger, and social interaction among girls was encouraged. The atmosphere of therapy was generally supportive and she responded extremely well. The psychologist made an effort to give great support and attention for independent action on Pupil B's part and allowed the other girls in the group to react to her more immature behavior. Observations during therapy indicated that the pleasant relationship between the therapist and Pupil B was strong and a feeling of real friendship had grown with the other girls. She attempted successfully to interact on a more mature basis. The support and friendship in therapy appeared to give her greater self-confidence. It is the opinion of the psychologist that Pupil B progressed during the year through psycho-educational therapy. However, before the recommendation for her placement within an educable mentally retarded class was processed, she was quite suddenly transferred to another school. Before the transfer, a conference with her teacher indicated that outbursts of tears were less frequent, that she was turning in more academic work, and managing to get along better with her peers. The sudden transfer to another school was of concern to the psychologist since it was felt that Pupil B needed a more gradual termination. Therefore, the psychologist visited her at the new school and attempted to make the termination less abrupt. Her reactions at that time were warm and affectionate and it was the opinion of the psychologist that she had established sufficient stability to make the adjustment. It was also the opinion of the psychologist that many of her problems would be decreased in a smaller class while competing with children whose intellectual abilities were more similar to her own.

The psychologist recommended that the ESEA psychologist at the new school maintain some communication with her teacher in order to give her a feeling of support. In terminating with Pupil B, the psychologist also indicated that while she would be going to a new school, communication between the psychologist and her would not be disrupted since the psychologist would visit occasionally at her new school and suggested that she write a letter occasionally to the psychologist. This recommendation was made for several reasons. One reason was that she would not feel

cut off in the sudden loss of support from a strong relationship. A secondary reason was that the psychologist felt that the use of written communication with good motivation would be beneficial to her academic achievement.

Additional recommendation, if possible, would still include some parent counseling, but past history indicated that this suggestion is difficult to implement since the mother seems to be somewhat unstable and therefore not too reliable in keeping appointments. The psychologist felt that Pupil B made good progress during the year and that the combination of psycho-educational therapy and placement in an educational milieu where academic demands are more commensurate with her intellectual ability will probably succeed in helping her perform at an optimal level. Recommendations for the current teacher would still include praise for independent action and academic striving and encouragement for social interaction with her peers. Multi-media approaches to learning, as recommended by the previous psychologist, are still a valid recommendation also.

Unsuccessful Case

Pupil C was recommended for therapy by his teacher and the vice-principal because he was perceived to be very hyperactive and explosive with little self-control or self-motivation. The boy, 13 years old and in seventh grade, spent much of his time either daydreaming or talking to classmates. Assignments were seldom completed; math was his best subject and the one liked best.

He was administered the Wechsler Intelligence Scale for Children which found him to be currently functioning in the borderline retardation range of intelligence according to verbal estimates, but at the upper limits of the dull normal range according to performance estimates. His overall performance was at the upper limits of the borderline retardation range of ability. His greatest relative strength was revealed in his ability to focus on detail. Arithmetic reasoning (largely auditory memory), verbal abstract reasoning, and the ability to learn and record new material under the pressure of time fell in the average range. His poorest showing was in nonverbal abstract reasoning. Other poor scores were in gaining information through experience and schooling, general comprehension, expressive vocabulary, and in working concretely with part-whole relationships. There was reason to suspect that the boy may possess average or near average potential. According to his performance on the Wide Range Achievement Test (reading pronounciation 4.8; spelling 4.6), he was functioning 2.6—2.8 years below his grade placement in reading pronounciation and spelling. He equaled or exceeded approximately seven to eight percent of his peer population in this general area. His reproductions of the designs in the Bender Visual-Motor Gestalt Test indicated some difficulty in perception and eye-hand coordination. His greatest trouble appeared to be in

integrating the various components of a two-part design. He had a poor left-right orientation. Projective testing (Diagnostic Interview, Incomplete Sentences, Thematic Apperception Test and Drawings) revealed a boy with little motivation to achieve. He tells himself he can learn if he wants to, but he seldom possesses this desire. He seeks comfort by slipping off into daydreaming and fantasy or by shifting the focus away from his vulnerability by doing things he knows will make the teacher angry and by creating a generalized disturbance for his peers. This defensive technique was often in evidence during a time when he was part of a small group of boys that was meeting regularly with this psychologist. It appeared that he had guilt feelings that were demanding punishment, both self-inflicted and imposed. He did not like himself, and there appeared to be some generalized feeling of fear of abandonment or rejection. He also carried some fear of physical threat.

Treatment was begun by including him in a group of six boys, meeting weekly. Goals included the uncovering of his fears and guilt feelings. Efforts to foster insight into his feelings and his response were made, but his defenses apparently remained too strong and his maneuvering too intense to allow the group process to function effectively. Pupil C is currently being seen in individual weekly sessions. Therapy has become much more directive. Programmed materials are being used in an effort to provide him with immediate reinforcement and to give the therapist an opportunity to assist him in his handling of failure and the desire to abandon the task at hand. Efforts continue to relate short-term with long-term goals, to keep these goals clear, and to impress upon him his responsibility in the therapy process. Some success has been seen by the therapist in this one-to-one relationship. He completed an entire booklet during a single session—and this because he wanted to. However, it is doubtful whether there has been any perceivable carry-over into other situations. This treatment procedure will probably continue to the end of this school year.

SPECIAL EDUCATIONAL AND SERVICE CENTERS

GRADE LEVEL: K-8

NUMBER OF PUPILS: 484

PROJECT BUDGET: $344,268.00

STAFF:

1 Coordinator
2 Administrators
2 Psychologists*
2 Guidance Specialists
2 Social Workers*
2 Speech Pathologists*
2 Clinical Educators*
6 Diagnostic Teachers*
2 Reading Specialists
4 Reading Clinical Teachers
2 Assistant Social Workers
1 Speech Therapist*
6 Diagnostic Teacher Aides**
1 Physician
1 Clinical Assistant
1 Medical Secretary
5 Clerical

SCHOOLS INVOLVED:

All Title I Schools Eligible

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*70% Funded by State Division for Handicapped Children
**Two Funded 70% by State Division for Handicapped Children

4

SPECIAL EDUCATIONAL AND SERVICE CENTERS

... an interdisciplinary approach to the early diagnosis of pupil educational needs and problems ...

Population

Pupils referred to the centers by administrators, teachers, and supportive professional personnel were given attention on a priority basis. The following criteria were established to provide a service priority:

1. Pupils in grades K-4 in ESEA schools and not handicapped
2. Pupils in grades K-4 in ESEA schools and handicapped
3. Pupils in grades 5-8 in ESEA schools and in another Title I project
4. Pupils in grades K-4 not in ESEA schools but handicapped
5. Pupils above eighth grade in ESEA schools and in another Title I project
6. Pupils in grades 5-8 not in ESEA schools but handicapped
7. Other referred pupils.

Description

Pupils referred to the centers were placed on a waiting list and sent to the center at the earliest possible date. At the center, the pupil's problem was diagnosed by all center personnel. Recommendations were formed by each specialist and discussed in a team meeting of the center specialists. The conclusions drawn from this meeting were written into a summary report containing recommendations forwarded to the pupil's school. School personnel were expected to follow the educational plan developed by the Special Educational and Service Centers. Clinical educators were available as liaison personnel to interpret, support, evaluate, and follow-up the recommended educational plan.

The services offered by a center included Clinical Education Services, Diagnostic Medical Services, Educable Mentally Retarded Diagnostic Classes, Guidance Services, Learning Impairment Diagnostic Class, Psychological Services, Reading Clinic, School Social Work Services, and a Speech, Language, and Hearing Clinic.

Objectives Evaluated

The Special Educational and Service Centers will:

1. Make recommendations which can be used in the educational planning for the disadvantaged and handicapped children referred to the centers and, concurrently, identify the educational needs and problems of these children.

2. Identify and help develop programs based on the educational needs of children.

Evaluation Procedures

Objective 1

> The Special Educational and Service Centers will make recommendations which can be used in the educational planning for the disadvantaged and handicapped children referred to the centers and, concurrently, identify the educational needs and problems of these children.

A questionnaire was sent to those teachers whose pupils were returned to class with a recommended education plan designed by one of the centers. The teachers were informed of the services rendered by the center and were asked to express their perception regarding these services and the influence on the pupils concerned.

Another questionnaire of a similar nature was given to principals of the home schools for pupils referred to the centers. The principals were requested to evaluate the services rendered to the pupils and the value of the center recommendations.

For all pupils seen by the centers, a study was initiated noting the dates of referral, diagnosis, staffing conference, and summary report sent to the school. A comparison of the amount of time spent to accomplish each phase was made as well as a comparison of the first and second semesters regarding the time spent on the respective phases of the center process.

Objective 2

> The Special Educational and Service Centers will identify and help develop programs based on the educational needs of the children.

A case study was requested from the centers to illustrate the interdisciplinary approach taken to the development of special pupil educational programs.

Previous Evaluation Findings

The 1968-1969 formal evaluation indicated that teachers and principals generally agreed that the project has been satisfactory in its ability to provide them with a better understanding of pupil problems. The teachers felt that their pupils made small positive changes in behavior as a result of the diagnostic and treatment service of this project.

Current Evaluation Findings

Objective 1

> The Special Educational and Service Centers will make recommendations which can be used in the educational planning for the disadvantaged and handicapped children referred to the centers, and, concurrently, identify the educational needs and problems of these children.

The 118 questionnaires sent to teachers were returned by 97. The 118 questionnaires sent to principals were returned by 93. The results of the questionnaires were similar in nature. Both principals and teachers indicated there was a slight positive change in the pupil since his return from the centers. The average pupil rating fell between no change and a small change on the scale. The teachers and principals both felt that the service given by the centers was effective. Principals and teachers rated the school's ability to perform the recommendations of the center between somewhat and

well on the scale and both groups agreed that the recommended methods and techniques were somewhat effective. Teacher reasons for the schools limited ability to follow recommendations were:

1. There was not enough time to follow the suggestions.
2. Pupil problems could not always be solved in the classroom.
3. The service needed was not available in the school.

The teachers and principals responded that their attitude toward the Special Educational and Service Centers was already positive or became more positive after seeing the center work. The objective above was considered accomplished.

The average time used to process a referral is reported in figures 18 and 19. The data were based on cases closed during the first and second semester of 1969-1970 school year. The referral to diagnosis designation represents the average number of days between the time the child was referred to the center and his first diagnosis. The diagnosis to staffing designation represents the average number of days between the first diagnosis and the time of the staffing conference. The staffing to summary designation represents the average number of days between the staffing and the date the summary report was sent to the school.

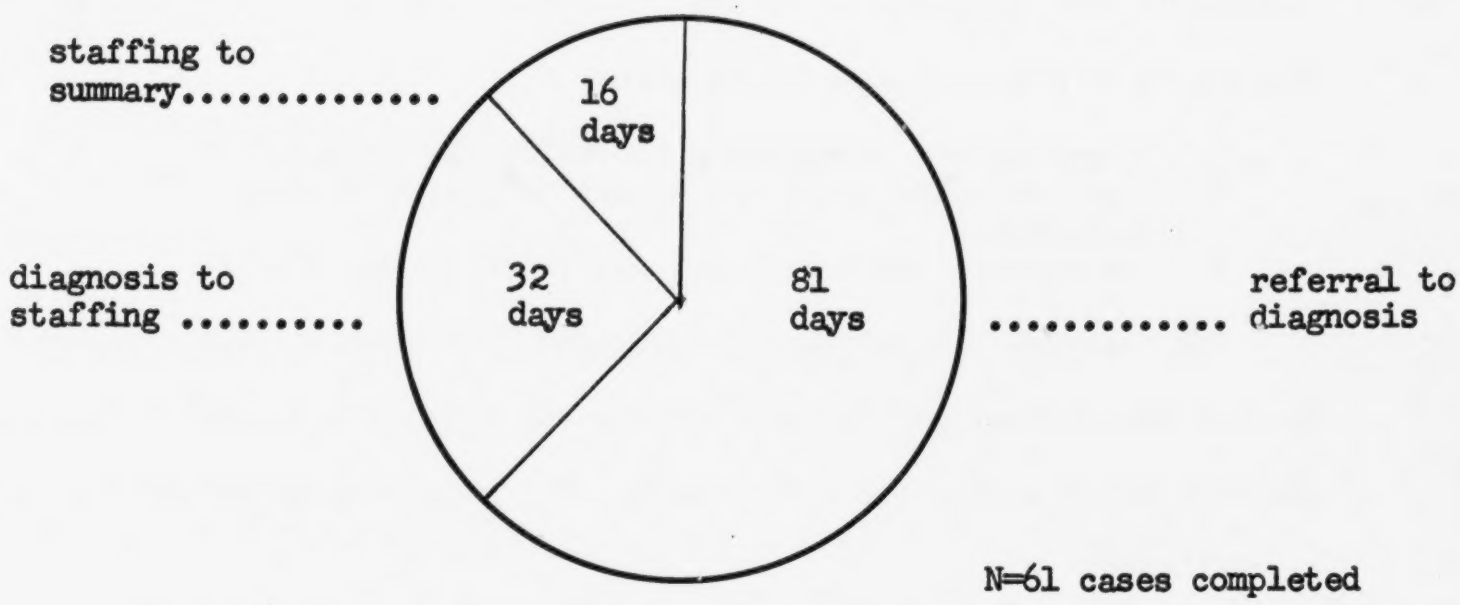


Fig. 18—Average time distribution for processing referrals to Special Educational and Service Centers, first semester

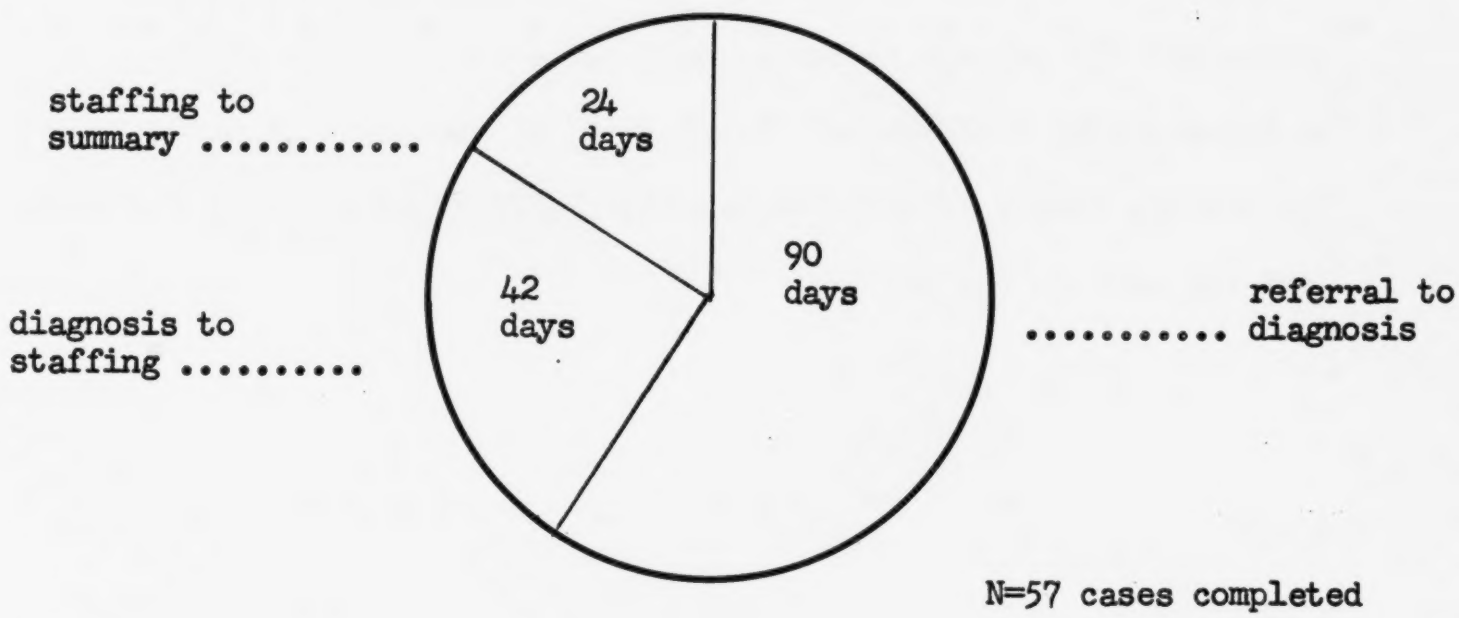


Fig. 19--Average time distribution for processing referrals to Special Educational and Service Centers, second semester

Objective 2

The Special Educational and Service Centers will identify and help develop programs based on the educational needs of children.

The Special Educational and Service Centers handled a variety of cases with an indepth interdisciplinary approach. The following is a case study of one of the children referred to the center this year.

A pupil was referred by a Central-City ESEA school for evaluation because of his: (1) truancy - he had attended school only several days of the semester, the remainder were spent roaming the neighborhood or staying at a community service agency, (2) speech - he was difficult to understand and often withdrew rather than communicate, and (3) aggressive behavior - he had a record of suspensions and assaulted a classroom aide. The staff at the center recommended placement in a center's diagnostic class for more extensive examination.

Since the pupil had rejected everything associated with school, the guidance counselor built rapport by taking him bowling and having lunch with him. They visited the center, later stayed a short while, and finally attended full time.

The social worker looked into the family dynamics and found this boy the ninth of twelve children, two of whom were already in the EMR program. The mother was overwhelmed with problems which the social worker attempted to alleviate.

Since his attention span was short, the center physician recommended the boy receive chemotherapy. After this therapy, he was able to attend to tasks in the classroom and build his academic skills.

The speech clinic diagnosed the boy's type of speech and language problems and made recommendations to the speech therapist who met with him on a daily basis. The pupil gradually emerged from his non-communicative shell.

The reading clinician suggested teacher methods and materials appropriate to the pupil's particular needs.

Pupil personality and motor functioning were tested by the psychologist and baselines were set for counseling.

With this information and her own observations of the boy, the classroom teacher was able to develop a program of instruction to meet this boy's needs in light of his strengths and weaknesses. When he entered the class, the boy was reserved and kept his face covered. This ceased and he established good peer relationships. Although some problems did emerge, such as shake-downs and periods of moodiness, he developed

not only the academic skills but alsc a sense of self-dignity.

Psychological testing and classroom observation indicated he was a boy of limited capabilities and placement was made in the EMR program where he was able to experience success at his level of functioning. The clinical teacher was available at this point for carry-over of staff findings from the center to the EMR class.

SOCIAL IMPROVEMENT

GRADE LEVEL: 2-12

NUMBER OF PUPILS: 6,224

PROJECT BUDGET: $20,000.00

STAFF: 1 Supervisor*
6 Instructors

SCHOOLS INVOLVED:

Allen-Field	MacDowell	Bruce-Guadalupe Community
Auer	McKinley	Emmaus Lutheran
Brown	Meinecke	Francis Community
Fifth	Ninth	Martin Luther King Community
Forest Home	Palmer	Leo Community
Garfield	Siefert	Michael Community
Holmes	Twelfth	St. Stephen Lutheran
Hopkins	Twentieth	
Kilbourn	Twenty-first	
LaFollette	Vieau	
Lloyd	Walnut	

West Division

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Board Funded

SOCIAL IMPROVEMENT

... to provide educational experience in the areas of human and personal relations ...

Population

The Social Improvement project operated primarily at the elementary school level with the exception of one secondary school. At the elementary school level, project personnel worked with entire classes from P3 through grade 8. Approximately seventy-five percent of the project classes were at the intermediate level, grades 4-6.

At the participating high school, individual pupils selected by the principal or guidance counselor attended social improvement classes, on a voluntary basis, three times a week over a nine week period.

Description

The Social Improvement teacher provided appropriate materials related to grooming, hygiene, manners, improvement of self-image, and interpersonal relationships. These materials were presented through discussion groups, audio-visuals, role-playing situations, panel discussions, and general question and answer periods.

A culminating activity for most classes and groups was a dining experience in the form of a restaurant breakfast or lunch or an outdoor picnic. Each objective of the project was focused on this culminating activity.

Objective Evaluated

At the conclusion of the project:

1. The majority of pupils participating in the Social Improvement project will evidence improvement in personal hygiene, grooming, manners, acceptable language, attitude toward school and self, and the ability to get along with others as perceived by regular classroom and project teachers.

Evaluation Procedures

A questionnaire regarding pupil change in the areas of manners, grooming, acceptable language, personal hygiene, attitude toward school and self, and the ability to get along with others was sent to six project teachers and to 76 classroom teachers whose pupils participated in the Social Improvement project.

Previous Evaluation Findings

The 1967-1968 formal evaluation of this project used a multiple regression and covariance model to analyze project pupil and non-project pupil attitudes toward school and self. The attitude scores for both groups of pupils were adjusted for initial differences between the groups in conduct, attendance, reading, language ability, arithmetic, social studies, science, art, music, and physical education. The results of this analysis indicated that there was insufficient evidence to state that the project was more effective in building positive attitudes toward school and self than a comparison project.

In 1968-1969, 16 of 20 classroom teachers in five sample elementary schools ranked the Social Improvement project as one of the three most beneficial projects of the Title I Program.

Current Evaluation Findings

Fifty-two teachers of a random sample of 76 elementary classroom teachers whose pupils participated in the Social Improvement program responded to a survey concerning project effectiveness as measured by teacher perceptions of pupil change. Their responses are displayed in Table 34.

TABLE 34

SOCIAL IMPROVEMENT PROJECT PUPIL CHANGE
PERCEIVED BY CLASSROOM TEACHERS

N=52

Area	Much Change	Some Change	Little Change
Manners	8	34	10
Grooming	9	30	13
Personal Hygiene	10	30	11
Acceptable Language	3	15	24
Attitude Toward School	6	25	21
Attitude Toward Self	8	31	13
Ability To Get Along With Others	7	27	18

It appears that the majority of responding classroom teachers felt that their pupils exhibited some or much change in manners, grooming, personal hygiene, attitude toward school and self, and ability to get along with others. The majority of teachers felt that there had been little change in the area of acceptable language. The project objective was considered accomplished.

All six project teachers responded to a questionnaire concerning project effectiveness as measured by their perceptions of pupil change.

TABLE 35

SOCIAL IMPROVEMENT PROJECT PUPIL CHANGE
PERCEIVED BY PROJECT STAFF

N=6

Area	Much Change	Some Change	Little Change
Manners	3	3	0
Grooming	2	4	0
Personal Hygiene	5	1	0
Acceptable Language	2	3	1
Attitude Toward School	0	6	0
Attitude Toward Self	4	2	0
Ability To Get Along With Others	0	5	1

Table 35 indicates that project teachers felt that their pupils exhibited the greatest change in the areas of personal hygiene and attitude toward self. Two teachers felt that there had been little pupil change in the areas of acceptable language and ability to get along with others.

OUTDOOR EDUCATION

GRADE LEVEL: K-6

NUMBER OF PUPILS: 28,058

PROJECT BUDGET: $47,495.00

STAFF:
1 Supervising Teacher
1 Driver
1 Naturalist*
1 Clerical**
1 Clerical***

SCHOOLS INVOLVED:

All Title I ESEA Elementary Schools
Public and Non-Public

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Division of Municipal Recreation and Adult Education
Title I Office

*1/2 Time
**50% Board Funded
***1/5 Time

OUTDOOR EDUCATION

... to give pupils the opportunity to learn about the natural and man-made environment outside of the school building ...

Naturalist Project

A naturalist service was offered to Title I public and non-public interpretive centers: Grant Park, Palymyra, and Hawthorn Glen. Based upon a teacher request, a field trip was authorized and scheduled to one of the centers. A naturalist guide at each center provided an orientation on safety rules and regulations connected with outdoor life and displayed and discussed specimens of our natural resources. Teachers were provided suggestions for classroom and conservation projects. The project concentrated on serving children in grades kindergarten through fourth grade.

Naturemobile Project

A mobile laboratory brought the world of conservation and science to children of Title I public and non-public elementary schools. Upon request of the principal, the 42' x 10' laboratory was sent to the school, accompanied by a laboratory interpreter. Twenty-four students could be accommodated at a time, divided equally among three investigative stations. The pupils rotated among the three stations, spending a total of approximately one hour in the lab. Several themes were available, such as "Animal Adaptation", "Minute Plants and Animals", and "Urban Environment".

Field Trip Project

Based upon an allocation of transportation funds to each Title I public and non-public elementary schools, the classroom teacher, through the principal, submitted a field trip permit form requesting bus transportation on a particular day to visit a particular place. The classroom teacher was responsible for the actual nature of the field trip since the trips were to be selected so as to contribute to the specific goals and objectives for his pupils. Therefore, other than allotting and accounting for field trip transportation funds, the overall project was not directly involved or responsible for determining specific goals and objectives. However, the project did contribute a means by which the teacher could develop relevant learning experiences outside the confines of the classroom.

Evaluation Procedures

Formal evaluations of this program, year after year, have indicated an overwhelming concurrence on the part of teachers, pupils, and parents that each of the three projects was of considerable value in widening the learning experiences of disadvantaged youngsters outside the regular classroom situation. Since these findings were consistent each evaluation year, the 1969-1970 formal evaluation studied questions other than those involving the value of the three projects. The primary concern of the 1969-1970 evaluation was to see if Title I elementary schools went on significantly more field trips than did a comparison group of non-Title I elementary schools. Individual schools from Title I schools were matched with non-Title I elementary schools as closely as possible on their average daily membership for January, 1970, as reported in the Proceedings of the Board of School Directors dated February 3, 1970. Frequencies of field trips at all schools involved, as of April 30, 1970, were collected and a t-test was used to test the significance of the differencies between the mean frequencies of the two groups of schools.

A questionnaire was sent to sixty-four third grade teachers in the Title I schools and sixty-four third grade teachers in the non-Title I schools to determine why some classes did not participate in the Field Trip project. Teachers, whose classes did participate, were asked to evaluate the success of the Field Trip objectives.

Current Evaluation Findings

The primary question which the present project evaluation sought to answer was, "Did Title I schools go on significantly more field trips provided by the Field Trip project than non-Title I schools?". Table 36 indicates that Title I schools went on significantly more field trips than did comparable non-Title I schools.

TABLE 36

FIELD TRIP FREQUENCY ANALYSIS FOR
TITLE I AND NON-TITLE I SCHOOLS

Group	N	Mean	Difference	t-ratio
Title I Schools	24	50.96	21.21	2.77*
Non-Title I Schools	24	29.75		

*Significant at .01 level

Figure 20 displays the percentages of Title I and non-Title I classrooms which went on 0, 1, 2, 3, 4, and 5 or more field trips during the school year. These percentages were based upon the 50 third grade teachers at the Title I schools and the 52 third grade teachers at the non-Title I schools who responded to the questionnaire.

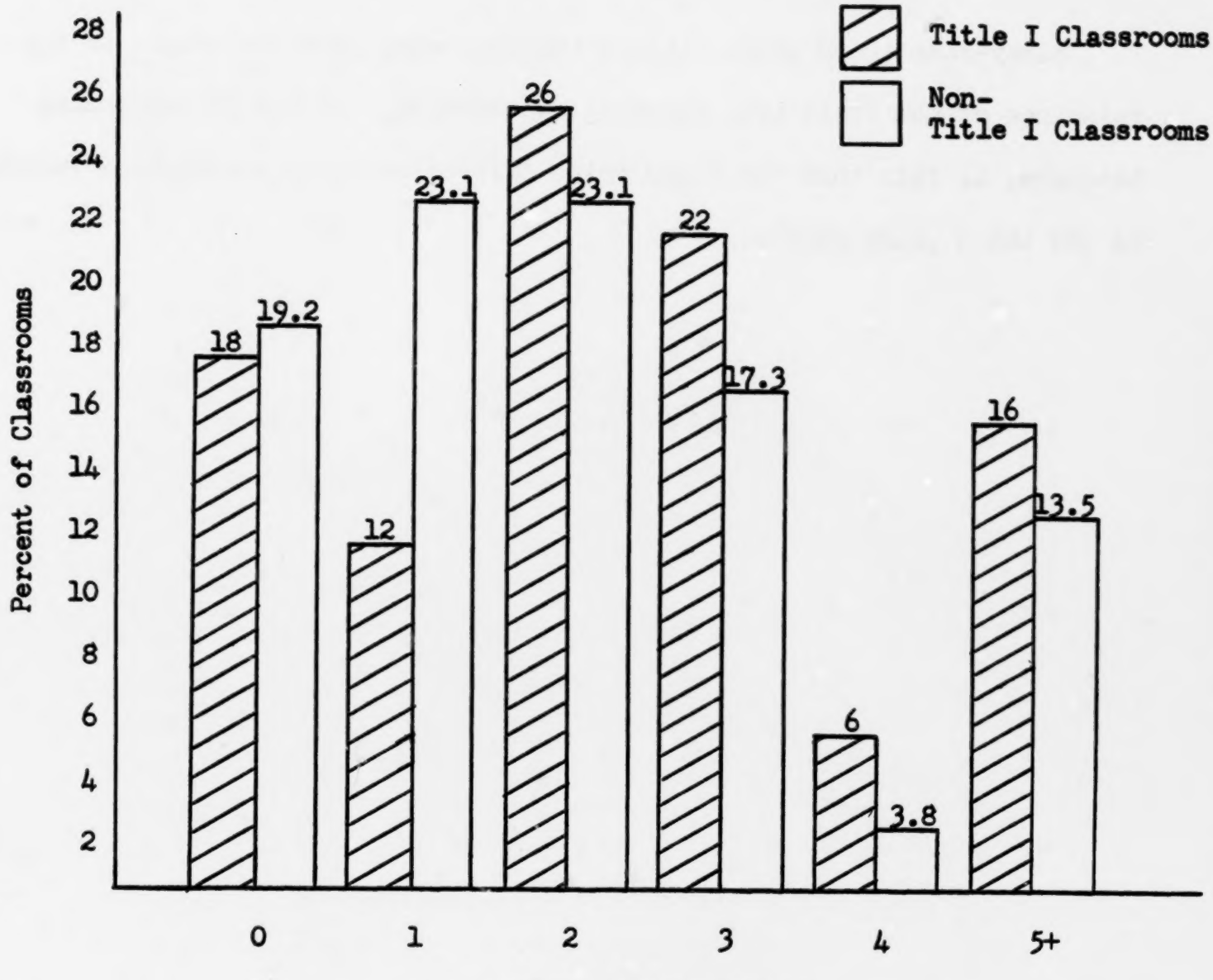


Fig. 20--Percentage of Field Trips Taken by Title I and Non-Title I Third Grade Classrooms

While the percentage of classrooms in Title I schools which went on only one field trip was less than the percentage of classrooms in non-Title I schools, a greater percentage of classrooms in the Title I schools than non-Title I schools went on two or more field trips during the school year. This difference accounted for the statistically significant findings previously listed in Table 36.

Sixty-four third grade Title I teachers were asked to relate to the relevance of the field trip learning experiences. Of the 50 responding teachers, 41 felt that the field trips offered learning experiences relevant to the third grade pupils.

TESTING SERVICES

GRADE LEVEL: K-4

NUMBER OF PUPILS: 12,000

PROJECT BUDGET: $27,650.00

STAFF: 1 Testing Specialist
1 Clerical*

SCHOOLS INVOLVED:

Allen-Field	Lloyd
Auer	MacDowell
Brown	McKinley
Fifth	Meinecke
Forest Home	Ninth
Fourth	Palmer
Garfield	Siefert
Holmes	Twelfth
Hopkins	Twentieth
Kilbourn	Twenty-first
LaFollette	Vieau
Lee	Walnut

PROJECT OPERATION AND CONTROL
Division of Planning and Long-Range Development
Title I Office

*1/2 Time

TESTING SERVICES

... to assist teachers in the use of test results for the identification and analysis of pupil learning difficulties ...

Population

Component A--Readiness and Achievement Testing:

1. The Metropolitan Readiness Tests were administered in October to all P1 pupils in the 24 Title I elementary schools.
2. The Cooperative Primary Tests, Forms 12A and 23A, were administered in May to all P2 through P8 pupils in the 24 Title I elementary schools.

Component B--Use and Interpretation of Primary Test Results: A total of 287 kindergarten, primary, and fourth grade teachers attended one or more sessions on this topic. Administrators of individual schools were also in attendance.

Component C--Usefulness of Standardized Tests for the Identification of Learning Disorders: A total of 233 kindergarten pupils were administered the Screening Test for the Assignment of Remedial Treatments and the Boehm Test of Basic Concepts in October.

Description

Component A--Readiness and Achievement Testing: After the administration of the Metropolitan Readiness Tests and the Cooperative Primary Tests, school, class, and pupil score distributions were returned to the school. An item performance analysis by test skill was provided for the Total Title I population. When available, comparative performance data from previous years' testing were included in the feedback to the schools.

Component B--Use and Interpretation of Test Results: Three inservice sessions were conducted in each of the 24 Title I elementary schools. These sessions included an orientation in educational measurement and explanations regarding the interpretation and use of the item performance analysis and the subtest scores.

Component C--Usefulness of Standardized Tests for Identification of Learning Disorders: Five kindergarten classes were administered the Screening Test for the Assignment of Remedial treatments and five kindergarten classes were administered the Boehm Test of Basic Concepts.

Objectives Evaluated

At the end of the project:

1. All 24 Title I target area elementary schools will have been provided readiness and achievement test results on primary school pupils.

2. Fifty percent of the teachers attending the inservice sessions on the use and interpretation of standardized test results will answer correctly 70 percent of the items on a locally-designed test of measurement terms.

3. An evaluation will be made of the appropriateness, content, and ease of administration of the Screening Test for the Assignment of Remedial Treatments (START) and the Boehm Test of Basic Concepts as standardized instruments to be used in identifying learning disorders in kindergarten children.

Evaluation Procedures

Objective 1

> At the end of the project all 24 Title I target area elementary schools will have been provided readiness and achievement test results on primary school pupils.

A tabulation was made of the number of staff sessions held at each of the 24 Title I elementary schools for the purpose of interpreting scores and feeding back this information to these schools.

Objective 2

> Fifty percent of the teachers attending the inservice sessions on the use and interpretation of standardized test results will answer correctly 70 percent of the items on a locally-designed test of measurement terms.

Kindergarten, primary, and fourth grade teachers participating in the measurement inservice sessions were given a locally-designed test of measurement terms at the conclusion of the first two inservice sessions at each school.

Objective 3

> An evaluation will be made of the appropriateness, content, and ease of administration of the Screening Test for the

Assignment of Remedial Treatments (START) and the Boehm Test of Basic Concepts as standardized instruments to be used in identifying learning disorders in kindergarten children.

Five kindergarten teachers were sent a questionnaire seeking their response to the appropriateness, content, and the ease of administration of the Screening Test for the Assignment of Remedial Treatments and the Boehm Test of Basic Concepts when given to kindergarten pupils.

Administrator Survey

Principals and assistant principals of the 24 Title I elementary schools were asked to respond to questionnaires regarding the usefulness and value of the Testing Services project.

Teacher Survey

A sample of teachers who received services from the Testing Service project were asked to give their perceptions of the usefulness and value of the project services.

Previous Evaluation Findings

The majority of the K-4 teachers and administrators of all Title I elementary schools felt that the item performance analysis and information given by the project regarding test results had been useful in analyzing specific academic strengths and weaknesses of pupils.

Current Evaluation Findings

Objective 1

All 24 Title I target area elementary schools will have been provided readiness and achievement test results on primary school pupils.

All 24 Title I elementary schools participated in the readiness and achievement testing provided by this project. Feedback of test results was provided each school in the form of class list reports of pupil scores; building and class distributions; and percentile norms for class, building, local Title I target area, and nation (where available). This feedback included results of the P1 Metropolitan Readiness testing in October of 1969 and the P2 through P8 Cooperative Primary testing in May of 1969. Results of the May 1970 administration of the Cooperative Primary Tests to P2-P8 pupils will be sent to the 24 schools in September, 1970.

In addition to the computer output of these results, the project staff provided feedback of comparative performance data for fall of 1968 and spring of 1969 on the Cooperative Primary Tests. This feedback included an item performance analysis and an analysis of incorrect responses for each measured skill for the total target area. These results and their interpretation were given to each of the 24 target area schools at an inservice session held in each building. The objective was considered met.

Objective 2

> Fifty percent of the teachers attending the inservice sessions on the use and interpretation of standardized test results will answer correctly 70 percent of the items on a locally-designed test of measurement terms.

Kindergarten, primary, and 4th grade teachers participating in these inservice sessions held in the 24 Title I schools were given a locally-designed test of measurement terms at the conclusion of the first two inservice sessions. This multiple choice test contained 13 items that applied to the interpretation and use of test results. Of a sample of 136 teachers taking the test, 81 or 59.6% correctly answered 70% of the items concerning measurement. The objective was considered met.

Objective 3

An evaluation will be made of the appropriateness, content, and ease of administration of the Screening Test for the Assignment of Remedial Treatments (START) and the Boehm Test of Basic Concepts as standardized instruments to be used in identifying learning disorders in kindergarten children.

Five participating teachers were asked to respond to a survey as to the appropriateness, content, and ease of administration of these two standardized tests. Four of the five teachers completed the rating scale and survey.

For both standardized tests, the completeness, organization, and clarity of directions for administering the tests, the overall format, the provision of practice items, and the appropriateness of the skills measured were seen as acceptable by all four of the responding teachers. The Boehm Test of Basic Concepts was seen as more acceptable than the START test in the size and appropriateness of printed items, the method of marking the items, the amount of time required for testing, and the appropriateness of the item difficulty level.

The START test was considered more acceptable than the Boehm Test of Basic Concepts in the areas of the size and appropriateness of pictures, the understanding of directions by the pupils, the interest of the pupil, and the usefulness of the scores. This test was considered unacceptable in the amount of testing time required.

Administrator Survey

Forty-four of 45 of the principals and assistant principals of the 24 Title I elementary schools responded to a questionnaire on the Testing Services project. The majority had attended workshop sessions on both the Metropolitan Readiness and Cooperative Primary Tests.

Twenty-six of the 44 responding administrators felt that the project had been of much help in identifying group instructional needs in their schools and helped them to determine and begin remediation programs needed by primary pupils.

Teacher Survey

Most of the 136 teachers who responded to a similar questionnaire regarding the Testing Services project felt that even though the tests were difficult, time consuming, and feedback of results was slow, the results were of benefit in the grouping of pupils, in the evaluation of pupil strengths and weaknesses, and in the making of comparisons with other pupils, classes, target area schools, and, in some instances, national norms at certain grade levels.

RECREATION FOR HANDICAPPED CHILDREN

GRADE LEVEL:	K-Post High School
NUMBER OF PUPILS:	279
PROJECT BUDGET:	$23,900.00
STAFF:	1 Supervisor* 4 Directors 1 Counselor 26 Teachers 1 Clerical

PROJECT OPERATION AND CONTROL
Division of Municipal Recreation and Adult Education
Title I Office

*Board Funded

RECREATION FOR HANDICAPPED CHILDREN

... to meet the individual and group recreational needs of mentally, physically, and multiple-handicapped and emotionally disturbed children ...

Population

The project served children who were physically handicapped, retarded, deaf, and emotionally disturbed. The children ranging in age from 6 to 19 years were elementary, junior high, secondary, ungraded, orthopedic, and retarded home instruction pupils, or pupils too severely handicapped for any type of formal instruction.

Description

The project activities were implemented by the group method. A number of children were divided into separate small groups with one or two staff members per group assisted by aides. Groups were determined by age, size, and sex depending on the activity. The range of recreation programs for the handicapped children included the following:

- High Organized Games
- Low Organized Games
- Physical Fitness Activities
- Marching and Calisthenics
- Dances and Club Organizations
- Swimming and Water Play
- Arts and Crafts
- Musical Activities
- Table Games
- Outdoor Education

The activities varied from 30 minutes to 45 or 60 minutes depending on the activity and childrens' interest in that activity.

Objectives Evaluated

The purpose of this project was to meet the individual and group recreational needs of the handicapped child.

Evaluation Procedures

A survey was sent to the parents of all 279 participating children. This survey contained questions regarding project procedures and activities. Parents were asked to express their perceptions of the success of the project and their desire to have their children continue in the project. The summary of the 119 returned questionnaires was reported by project site.

Previous Evaluation Findings

For all previous evaluations, the perception of professional staff and parents have been very positive toward the outcomes of this project.

Current Evaluation Findings

Gaenslen

Of the 68 questionnaires sent, the majority of the 32 responding parents felt that their children would rate this program outstanding or excellent. These parents said they would enroll their children in future projects. Most of the responding parents were satisfied with the transportation and a large majority indicated that their children had developed new friends during the project. The parents responded in a variety of ways to a question regarding the most successful part of the project. The social aspect of the project was the most frequent response given. Parents cited such activities as dancing, swimming, and field trips as successful activities in the project. A majority of the parents did not reply when asked to give the least successful aspect of the project. Two parents felt that there was too much free play. Individual

comments concerning least successful activities included arts and crafts, more workers needed, and a lack of communication with the children. A majority of parents had no suggestions for changing the project; however, four parents suggested extending the time for the project. A number of parents expressed the opinion that this was a good project.

Neeskara

Of the 21 questionnaires sent, the majority of the seven responding parents felt that their children would rate the project excellent or good. They indicated that they would enroll their children in future programs. Parents did not have any suggestions for changing the project. Only one unsuccessful aspect of the project was listed--kite flying. Responses regarding the most successful part of the project ranged over most of the activities.

Manitoba

Of the 53 questionnaires sent, the majority of the 23 responding parents believed their children would rate the project as excellent and would enroll their children in future projects. Most of the parents indicated that their children made new friends. Parents were satisfied with the transportation facilities. Swimming activities were cited as the most successful part of the project by the greatest number of parents. Other successful components included the social aspect, games and crafts, and field trips. Most parents did not list an unsuccessful component or offer suggestions for changing the project. Responding parents commented that this was a very good project.

Wilson Park

Of the 23 questionnaires sent, the majority of the ten responding parents felt that their children would rate the project excellent and all would enroll their children in the project again. Most of the parents believed that their

children made new friends while in the project. The responses regarding the most successful aspect of the project were varied and covered most of the activities of the project. The parents did not judge any of the aspects of the project as unsuccessful. Some suggested that the project last longer.

Parklawn--Teen

Of the 28 questionnaires sent, the majority of the 13 responding parents felt that their children would rate the project satisfactory to outstanding and that they would enroll their children in future projects. Parents felt that their children made new friends while in the project and expressed the opinion that the opportunity to socialize was the most effective aspect of the project. The majority of parents expressed no need for changes in the project.

Wilson Park--Teen

Of the 19 questionnaires sent, the majority of the five responding parents felt that their children would rate the project good to outstanding and would enroll their children in future projects. All parents believed their children made new friends while in the project. Most of the parents did not see any aspect as unsuccessful but one suggested a need for a longer recreation period and another suggested new games.

Neeskara--Teen

Of the 67 questionnaires sent, the majority of the 29 responding parents felt that their children would rate the project satisfactory to outstanding and most parents would enroll their children in future projects. A large majority believed their children made new friends while in the project. Parents felt that the most successful aspects of the project were the dances and sociability. Most of the parents had no opinion regarding the least effective aspect of the project. The parents that did respond to this question indicated

that the uncertainty of the bands meeting their commitments and "game nights" were unsuccessful aspects. Suggestions for change drew little response except that some parents wanted more dances.

INSTRUCTIONAL RESOURCES

GRADE LEVEL: Phase I, K-12
Phase II, K-8

NUMBER OF PUPILS: Phase I, All Projects
Phase II, 1,543

PROJECT BUDGET: Phase I, $46,104.00
Phase II, $17,825.00

STAFF:

Phase I	Phase II
1 Project Director	1 Librarian
1 Supervisor-Graphic Arts Production*	
1 Supervisor-Audiovisual Resources*	
1 Media Specialist	
2 Clerical**	

SCHOOLS INVOLVED:

Phase I	Phase II
All Title I ESEA Schools Public and Non-Public	LaFollette Vieau

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Board Funded
**One 50% Board Funded

INSTRUCTIONAL RESOURCES

... to enrich the school programs through the addition of audio-visual equipment and instructional materials ...

Description

Phase I of this project was divided into three components:

1. Design and production of audio-visual materials to be used by Title I personnel in working directly with children in Title I projects and in disseminating information concerning the projects.

2. Inservice training of teaching staff in the classroom use of new audio-visual media, and

3. Procurement and maintenance of audio-visual equipment.

Phase II concerned the development of prototype elementary school resource centers established in two Title I elementary schools. These centers, staffed by teacher aides provided under state funds, used Title II materials, Title I equipment, and were supervised by a Title I librarian.

The Instructional Resources project served all phases of the Title I Program operating in public and non-public target area schools.

Current Evaluation Findings

Phase I, Component 1:
Audio-visual Materials

The Department of Instructional Resources, through its design and production facilities, made available a number of services and materials during the 1969-1970 school year. An artist produced some 30 covers and assorted art materials for curriculum guides and reports in the various Title I projects. He was involved in producing illustrations for transparencies, kodaliths, and slides.

Photographic services produced 2,000 2 x 2 slides, 2,400 feet of 16 mm black and white color film, and approximately 90 kodalith negatives, which were used in the preparation of printing plates. About 1,000 overhead transparencies and 50 spirit masters were produced.

Phase II, Component 2:
Inservice Training

The first of a series of four television inservice workshop programs called Using Technology: The Equipment was developed and used during the 1968-1969 school year. This program, describing the operation and care of audio-visual equipment, was presented in 1969-1970 to 61 Title I teachers. It consisted of six one-half hour television programs plus six one and one-half hour demonstration-practice testing sessions. A 55-page guide keyed to the TV presentations served as a classroom teacher's reference source.

This inservice workshop, Using Technology: The Equipment, received a national award in the DAVI-EBEC competition in May 1970 as one of the ten top educational programs in the United States.

During the 1969-1970 school year, a second television inservice workshop program entitled Using Technology: The Materials, was developed and presented by Instructional Resources personnel to 66 Title I teachers. This included the development and production of six one-half hour television programs plus a 52-page illustrated teacher's manual which was keyed to the TV presentations.

The third workshop series called Using Technology: Audio and Visual Principles, is currently being developed and produced.

A survey of teacher and teacher-aide opinion as to the value of this type of inservice training indicated that better than 90% of the participants were positive in their reactions.

Other activities included in this component were the production of a slide-tape presentation entitled "McKinley is a Good School", which was produced in cooperation with one of the Title I elementary schools.

Phase I, Component 3:
Procurement of Equipment

Under this segment of the Instructional Resources Project, assistance was given to Title I personnel in the selection, ordering, distribution, maintenance, and replacement of audio-visual equipment. Uncommitted equipment was reallocated to new or expanded Title I projects and information was given to the supervisory staff regarding the availability of new audio-visual equipment. Loan service of 16 mm films to Title I schools was also provided by the Milwaukee Public Museum.

In addition, this component provided for the maintenance of an accurate inventory of equipment, processing of theft and vandalism reports, and replacement of stolen or vandalized audio-visual equipment. Summer storage of

non-public school Title I equipment was provided under this component.

Phase II:
Prototype Resource Centers

Phase II of the Instructional Resources support program provided for the development of model elementary school resource centers and established these centers in two Title I elementary schools, LaFollette and Vieau schools. The model resource centers served school populations of 924 children at LaFollette school and 619 children at Vieau school for a total of 1543 educationally and economically disadvantaged children. These facilities were scheduled to coordinate the school programs with pupil and community needs. The two centers were staffed by teacher-aides funded under a project supported by state funds. Materials purchased with Title II funds, and equipment procured with Title I funds were located in these two resource centers. A Title I-funded librarian supervised the two facilities which were provided by Board funds.

The aim of the centers was to promote pupil improvement in all academic areas through the provision of library and other instructional materials and through the encouragement of innovative and exemplary educational practices on the part of school staff.

In addition to the accepted advantage gained through familiarity with school library facilities, pupils gained information and experience through using such instructional equipment as 8 mm film projectors, overhead projectors, filmstrip slide projectors, record players, tape recorders and Talking Books.

These model instructional resource centers served as an example of a cooperative venture involving Title I, Title II, State Board of Governmental

Operations, and local School Board fundings. Other activities connected with the centers included development of a student manual, instruction of classes in the use of the center, parent tours, and parental use of the facilities.

Non-Public School Services

1. Homes For Neglected And Delinquent Children

2. Title I Services Non-Public Schools

HOMES FOR NEGLECTED AND DELINQUENT CHILDREN

GRADE LEVEL: Ungraded

NUMBER OF PUPILS: 171

PROJECT BUDGET: $43,562.00

STAFF: 3 Project Supervisors*
8 Staff Personnel

HOMES INVOLVED:

Aemilian Child Care Center
Cedarcrest Girls Residence
John Quincy Adams Hall (1 semester)
Lakeside Childrens Center
St. Charles Boys Home
St. Joseph's Home for Children
St. Rose's Home for Girls (1 semester)

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Two Board Funded

HOMES FOR NEGLECTED AND DELINQUENT CHILDREN

... to improve the outlook of the children
toward themselves, peers, and community ...

Population

Most of the project children, ages eight through 18, had been placed in the homes by court action and were identified as needing the services of that particular home by the administrator and staff. Specific educational needs of the children were further identified by the staff and a program was designed to meet the greatest educational need not ordinarily available in the home.

Description

The project operated at seven homes for neglected and delinquent children in Milwaukee.

1. Aemilian Child Care Center is a residence for boys six to 15 years of age, who had been neglected in their own homes. These boys, placed with court approval, have educational and emotional problems. This home was a treatment center with psychiatric staffing, case work, health service, and recreation programs.
2. Cedarcrest Girls Residence is a residential institution for adolescent girls with behavior problems. These girls, 12 to 18 years of age, have been committed by the courts for a period of two years after having been adjudged delinquent. All had exhibited negative behavior problems such as running away from home, sexual misconduct, and school truancy. Reading was the greatest area of educational need for the majority of the girls as determined by test results and teacher, social worker, and psychiatrist observations.

A reading center program for approximately 15 girls was conducted during the school year. The main objective of the reading program was to increase reading achievement so that participants could achieve in subject areas such as Social Studies and English. Classes, which met daily for a 55 minute period, used a variety of library books, games, workbooks, and audio-visual materials with high interest level and reading level commensurate with the pupil's reading achievement.

3. Lakeside Childrens Center is a residential institution involving children, ages six to 17, who evidenced severe educational retardation related to emotional and social problems and were unable to adjust and achieve in the regular school setting.

A teacher aide provided a tutorial program for small groups of six children at a time. This program extended the principle of individualized instruction through helping pupils complete teacher assignments and freeing the teacher to work with individuals. The teacher aide worked in one or all of the classrooms to supplement the center's regular educational program.

4. John Quincy Adams Hall was a temporary shelter for delinquent and neglected children, ages nine to 18, until further disposition could be arranged by the Department of Public Welfare or Juvenile Court. The length of residence at Adams Hall varied from one to 90 days with the average length of stay being 45 days.

A tutorial program was conducted during the first semester to provide special help with classwork, especially reading and writing. In addition, pupils attended nearby public schools since

the home did not have a formal educational program. The tutorial teacher provided help with homework that had been assigned by the classroom teacher. The operation of this home was discontinued in February, 1970.

5. St. Charles Boys Home is a residential home for highly disturbed adolescent boys, 12 to 17 years of age, who had been placed by court order. The boys were assigned to the premises for all activities including education.

   The tutorial program was an extension of the total educational program and involved a class of two to six severely emotionally disturbed boys. Title I ESEA funds were also used to supply the reading center with materials and equipment.

6. St. Joseph Home for Children is a residence home for emotionally disturbed and neglected children, 12 through 17 years of age, who had been placed there by the courts. Most of these children had never experienced success nor had they exhibited acceptable social behavior.

   Two programs operated at this facility. An industrial arts program was in operation after school hours and on Saturday mornings and included both boys and girls. The purpose of this program was to provide purposeful activities to emotionally disturbed residents to release anxiety and tension, to develop woodworking as a hobby or vocational trade, and to develop an appreciation for finished products. The specialized workshop facility was equipped with funds provided under Title I in 1967-1968.

A tutorial program was designed to aid the most educationally disadvantaged and emotionally disturbed children in the home. The major objectives were to assess learning difficulties and design a program to meet these needs. The aim of the one-to-one program was to minimize distractions of group work. As the child succeeded, he joined the larger group, and, in some cases, was able to return to a part-time or full-time program at the regular community school.

7. St. Rose's Home for Girls is a residence home for emotionally disturbed girls, 13 to 17 years of age. The tutorial program, which included academic areas of reading, language arts, and social studies, involved small group and individual instruction.

Objectives Evaluated

The primary objective of the Homes for Neglected and Delinquent Children project was to provide various services and experiences in order to meet specific educational, social, and psychological needs of children who have been placed in homes for neglected and delinquent children.

Evaluation Procedures

Since the Homes for Neglected and Delinquent Children project was composed of eight programs operating in seven separate institutions with relatively small numbers of pupils receiving treatment in a wide variety of situations and types of programs, the evaluation consisted of staff and administrator reactions to the programs.

Project personnel and administrators were asked to respond to a questionnaire regarding their individual programs. In addition, each project person

was asked to write a case study of one of his pupils who had exhibited exceptional improvement in attitude, behavior, or academic achievement. Achievement testing and surveying of pupil attitudes by the Department of Educational Research were not deemed feasible or practical since most of the children involved were severely emotionally disturbed and under the care of a psychiatrist, psychologist, or other professional.

Previous Evaluation Findings

During 1968-1969, nine educational programs were in operation in eight institutions. These programs included reading programs, tutorial programs, classes for the emotionally disturbed, industrial arts programs, and group work programs.

Project personnel rated the overall Homes for Neglected and Delinquent project as having much value. According to project staff, the observed changes in skills, achievement, attitudes, and behavior included pupil pride in a finished product, gains in mathematics and reading test scores, better attendance, greater eagerness to read, and improvement in self-control.

Current Evaluation Findings

Project administrators and educational directors felt that the project was able to reach more pupils than ever before and that pupil improvement came about in reading, mathematics, study skills, and human relations.

Project staff personnel felt that pupils improved primarily in the areas of self-discipline, independence, enthusiasm for reading, human relations, and mathematics. Field trips and certain instructional materials such as films and paperbacks were deemed to be most effective in bringing about positive change in pupils attitude and behavior.

The following three case studies were selected by the evaluation staff as being representative of cases where pupils have exhibited exceptional improvement in attitude, behavior, or academic achievement as perceived by project personnel.

Case I concerns a nine year old girl who suffered serious burns at age four. Physically and emotionally rejected by her mother, she began to steal and to fight with her peers. Her permanent scarring due to burns has had very serious physical and emotional consequences. She is anxious about plastic surgery which will begin in June. Her pent-up frustration caused by her mother's rejection and her own physical deformity has found release in open aggression with peers and the use of objectionable language to authority figures. When the child psychiatrist examined her, she regressed to the state of curling up in a fetal position, crying, sucking her thumb, and making the sounds of a baby. After living at the home for approximately one year, away from the negativism of her mother, she has shown noticeable improvement in her behavior. She has been made to feel accepted by staff and peers alike, can be trusted alone most of the time, and has not exhibited infantile behavior for a period of six months. She has become very neat and industrious in her school work and is achieving almost up to grade level. She is being placed in school this summer to see how well she is able to adjust. The objective is to return her to the public school while she continues to live in the home.

Case II concerns a fourteen year old boy whose parents were both alcoholics. Consequently he has been both physically and emotionally deprived and as a result is extremely depressed and anxious as evidenced by constant body movement, cracking of knuckles, biting of nails, and the use of denial. At the time of placement in the home, he was 12 years of age and his reading grade level was 2.4, spelling grade level 2.2, and mathematics grade level 3.9. Treatment included reinforcement through the use of food and other rewards. Verbal control was used for the most part. His progress has been gradual. Except for occasional incidents, most hyperactivity and intense anxiety have disappeared. His reading grade level is now 5.6, spelling 3.3, mathematics 4.8, and vocabulary 11.6.

Case III concerns a 16 year old boy troubled by Anterior Horn's disease which causes him to fall frequently. At times, he used this disability to his advantage when he was due for class. The Wide Range Achievement Test indicated a need for special tutoring in mathematics. Daily school work was a slow process due to a negative attitude toward study. However, once he established a good relationship with the teacher, he worked consistently and has made excellent progress in mathematics to a grade level of 7.8 in one year. His school progress contributed greatly to personal development and a better self-concept.

TITLE I SERVICES TO NON-PUBLIC SCHOOLS

PROJECT:	NUMBER OF SCHOOLS:	NUMBER OF PUPILS:
Language Development	5	113
Reading Center	13	512
Elementary Guidance	8	224
Psychological Services	13	170
Social Work Services	15	149
Field Trips	12	2,376
Social Improvement	7	781
Special Educational and Service Centers	15	All Pupils Eligible

GRADE LEVEL: 1-8

SCHOOLS INVOLVED:

Bethlehem Lutheran
Boniface Community
Bruce-Guadalupe Community
Emmaus Lutheran
Francis Community
Holy Ghost Lutheran
Leo Community
Martin Luther King Community
Michael Community
Nazareth Lutheran
St. Stanislaus Catholic
St. Stephen Lutheran
Sharon Seventh Day Adventist
Urban Day Community
Walker Point Community

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

TITLE I SERVICES TO NON-PUBLIC SCHOOLS

... to develop communication skills in educationally disadvantaged pupils in non-public schools ...

Population

Eight elementary academic and supporting service Title I projects were serving non-public school pupils. Pupil selection criteria for the non-public school projects were the same as those used within the public school projects. Of the 15 non-public schools participating in one or more projects, five were Lutheran, eight were community, one was Catholic, and one was Seventh Day Adventist.

Description

Title I personnel serving a non-public school were either located in a room rented by the Milwaukee Board of School Directors or in one of five trailer classrooms located on non-public school property. These trailer classrooms were specially constructed for this use and located semi-permanently at the five schools.

Operation of various projects followed the same procedures in non-public schools as in public schools. Of the 3,196 pupils enrolled in the 15 Title I non-public schools, 888 received one or more intensive services from Language Development, Reading Center, Psychological Services, Guidance, and Social Work projects. In addition, non-public school pupils participated in the Social Improvement and Field Trip projects which were considered non-intensive projects.

Of the 888 pupils participating in the intensive Title I projects, 578

were in grades one through four. Seventy-four percent of the 888 pupils were in only one project, twenty-one percent were in two projects, four percent were in three projects, and one percent were in five projects.

Evaluation Procedures

Counts of pupil involvement in the Title I projects were supplied by project personnel working in the non-public schools. Classroom teachers and administrators of the non-public schools were asked to respond to questionnaires concerning Title I activities in their schools. In addition, principals were asked to complete a 1970-1971 Title I Planning Survey. Results of this survey were used in the current evaluation of non-public school Title I projects and will be used in planning program operations for the school year 1970-1971.

Previous Evaluation Findings

Non-public schools in the Title I target area have been provided service since the inception of Title I in Spring, 1966. In the beginning, this service was on a limited basis due to the problems of placing public school personnel on non-public school property.

During the past three years, service has been extended and expanded until most Title I projects are operating in non-public schools. This includes both academic and supporting services.

A two-school sample was selected for the 1968-1969 formal evaluation of pupil communication skills. Language development and reading skills of pupils receiving intensive service were compared to the same skills of pupils not receiving intensive service. At grade one, control pupils did significantly better than project pupils on the Listening and Word Analysis subtests of the

Cooperative Primary Tests. There was no significant difference between the two groups on the Reading subtest of the Cooperative Primary Tests. Posttest scores for both groups were adjusted for initial differences between project and non-project pupils in IQ, age, Listening and Word Meaning subtests of the Metropolitan Readiness Tests. Less than half of the pupil performance on the Listening and Reading subtests was accounted for by these adjusting variables. This lack of information tended to reduce the reliability of the findings for the grade one pupils. (See Appendix A.) At grade levels two and three, there were no significant differences between project and control pupils in conduct, attendance, reading grade, language grade, and scores on the Listening, Word Analysis, and Reading subtests of the Cooperative Primary Tests. Post measures were adjusted for initial differences between project and control pupils in IQ, conduct, attendance, age, reading grade, language grade, and scores on the Listening, Word Analysis, and Reading subtests of the Cooperative Primary Tests. More than half of the pupil performance on the various post measures listed above was accounted for by the adjusting variables, with the exception of pupil attendance.

Classroom teachers felt that project effectiveness depended on the personnel involved. These teachers were well pleased with the Title I projects for the most part and considered the projects helpful to their pupils.

Principals were quite positive about the impact of the majority of projects operating in their schools, especially the academic service projects such as Language Development, Reading Center, and English as a Second Language. Outdoor Education (Field Trips) was also viewed quite positively. Principals felt that most of the supporting services projects were too

limited in the amount of service to make meaningful judgments about their effectiveness.

Current Evaluation Findings

Questionnaires were returned by 69 of the 89 classroom teachers surveyed. The following projects were rated very effective by fifty percent or more of the classroom teachers who had pupils involved in a Title I project:

1. Reading Center
2. Language Development
3. Field Trip Transportation

Sixty-seven percent of the responding classroom teachers held positive perceptions of pupil progress effected by the overall Title I program in their schools. Over eighty-six percent of the responding teachers indicated that improvement in reading was the greatest need of their pupils, improvement in work-study habits second, and improvement in self-confidence third.

Administrators were asked to complete an evaluation questionnaire regarding the effectiveness of Title I projects operating in their schools during the 1969-1970 school year. Several questions pertained to services desired by the school administrators for areas of greatest pupil need. Questionnaires were returned by 14 of 15 school administrators. The three areas of greatest need perceived by school administrators were in this descending order:

1. Reading
2. Mathematics
3. Group relationship skills

TABLE 37

NON-PUBLIC SCHOOL ADMINISTRATOR PERCEPTION OF
TITLE I PROGRAM EFFECTIVENESS

Project	Number of Schools Participating	Administrator Perception		
		Effective	Adequate	Inadequate
Reading Center	13	10	3	0
Language Development	5	4	1	0
Social Improvement	7	5	2	0
Elementary Guidance	9	4	2	3
Psychological Services	13	7	3	3
Special Educational and Service Centers	4	3	0	1
Field Trip Transportation	12	9	1	2
Social Worker	12	5	4	2

In general the non-public school administrators felt that Title I projects operating in their schools were effective and wanted these services continued during the 1970-1971 school year. The data displayed in Table 37 indicated areas where Title I service should be improved.

SECTION III

PROJECT EVALUATION CONCLUSIONS

The conclusions and recommendations made for the Title I projects were based upon the findings enumerated in Section II of this report.

Elementary Academic Projects

Conclusions were drawn from the findings pertaining to four elementary academic projects: Language Development, Reading Center, Special Kindergarten, and English as a Second Language.

Language Development

The data collected on pupils in the project support the conclusions that the following objectives were accomplished:

Objective 1: Kindergarten pupils, exhibiting an oral language deficit, will perform as well as or better than similar non-project kindergarten pupils when measured by the Peabody Picture Vocabulary Test and classroom teacher ratings of verbal language ability.

Objective 2: Kindergarten pupils, exhibiting an oral language deficit, will significantly increase their perceptual-verbal language skills when measured by the Peabody Picture Vocabulary Test and the Milwaukee Public Schools Language Development Scale.

The data available indicated that the remaining objective evaluated was not accomplished.

Objective 3: The three methods of oral language training used with P1-P2 Language disadvantaged children will differ in effectiveness when measured by the Ammons Quick Test and the Milwaukee Public Schools Language Development Scale.

The reliability of the findings for objective 1, objective 2, and objective 3 was lessened by the inability of the adjusting variables to account for more than half of the pupil performance on the criterion measures. (See Appendix A.)

The project received the favorable endorsement of parents and classroom teachers. Classroom teachers recommended an expansion of the project at the kindergarten level and the opportunity for more conferences between therapist and teacher.

Reading Center

The findings regarding pupils in this project support the conclusion that the following objectives were accomplished:

Objective 1: Second grade pupils, who participated in the Reading Center project, will perform as well as or better than similar non-project second grade pupils on the Word Analysis and Reading subtests of the Cooperative Primary Tests.

Objective 2: The effectiveness of the Reading Center project at the second grade level will be the same for four groups of pupils categorized respectively by these behavioral characteristics: (1) poor attendance, (2) disruptive or aggressive behavior, (4) shy or lacking in self-confidence. Word Analysis and Reading subtests of the Cooperative Primary Tests will measure project effectiveness.

Objective 3: Fourth grade pupils, who participated in the Reading Center project, will perform as well as or better than similar non-project pupils on the Word Knowledge and Reading subtests of the Metropolitan Achievement Tests.

Objective 4: Ninety percent of the Reading Center teachers who attended the Reading Resource Teacher Training Workshop sessions will respond positively to a questionnaire concerning this in-service program.

The reliability of the findings for objective 1, objective 2, and objective 3 was lessened by the inability of the adjusting variables to account for more than half of the pupil performance on the criterion measures. (See Appendix A.)

Parents of pupils in the project felt that their children had acquired better reading skills as a result of the project.

Special Kindergarten

The evaluation data collected for this project indicated that all the objectives evaluated were accomplished:

Objective 1: Special Kindergarten pupils will score as well as or better than similar pupils enrolled in regular kindergarten in the areas of perception, cognition, listening, and expression as measured by the Anton Brenner Developmental Gestalt Test of School Readiness.

Objective 2: Teachers will rate pupils as average or above in social-emotional behavior as measured by the Social-Emotional Behavior Scale of the Anton Brenner Developmental Gestalt Test of School Readiness.

Objective 3: Teachers will rate pupils as average or above in self-confidence as measured by items B and L of the Readiness Rating Scales on the Anton Brenner Developmental Gestalt Test of School Readiness.

Parents of pupils in this project perceived the Special Kindergarten to be a valuable means to developing pupil readiness for school.

English as a Second Language

The following objectives were considered to be accomplished on the basis of evaluation findings:

Objective 1: Pupils will be able to master each of 17 subtests covering four areas of verbal communication skills: understanding, speaking, reading, and writing.

Objective 2: Pupils will demonstrate a positive attitude toward school by exhibiting behaviors perceived by teachers to be indicative of a positive attitude and denoted on a locally designed School Attitude Check List.

The data involving the percentage of pupils mastering these two objectives this year will be used as baseline comparison data for the next year's project evaluation.

Secondary Academic Projects

Conclusions were drawn from findings pertaining to six secondary academic projects: Fulton Reading Center, English Language Arts, Secondary Social Studies, Secondary Science, Secondary Mathematics, and Secondary School Music.

Fulton Reading Center

The findings based on the data collected for the evaluation of this project support the conclusion that the following objectives were accomplished:

Objective 1: Pupils in "Facet I: Learning-100" will score as well as or better than comparison pupils at Fulton not in the project on the Nelson Reading Test.

Objective 2: Pupils in "Facet I: Learning-100" will, over the duration of nine months, maintain or lessen the difference between age-grade placement and reading achievement level as measured by the Nelson Reading Test.

Objective 4: Pupils in "Facet II: Adaptation of the Staats Motivated Learning Procedure" will have increased their reading achievement level by at least three months over their pre-Wide Range Achievement Test reading level.

Objective 5: Pupils in "Facet II: Adaptation of the Staats Motivated Learning Procedure" will have a significantly higher reading level than comparison pupils at Fulton not in the project as measured by the reading level mastered on the Wide Range Achievement Test.

Objective 6: Pupils in "Facet II: Adaptation of Staats Motivated Learning Procedure" will increase their number of correct responses by 20 on the Basic Sight Word Test.

Objective 7: Pupils in "Facet II: Adaptation of Staats Motivated Learning Procedure" will have fewer extreme behavior referral cards than comparison pupils at Fulton.

Objective 8: Teachers at Fulton in "Facet III: Reading Resource Teacher" will increase the number of reading resource materials used during 1969-1970 as compared to the number used in 1968-1969.

A qualifying statement should be made concerning the accomplishment of objective 5 above. Objective 5, as stated, was not met when the criterion measure was the Wide Range Achievement Reading subtest, but was met when the Gray Oral Reading Tests were used as the criterion.

Only objective 3 was not accomplished by the project pupils:

Objective 3: Pupils in "Facet I: Learning-100" will attend school .05 more than comparison pupils at Fulton not in the project.

English Language Arts

The evaluation findings lend support to the conclusion that the following objectives were accomplished by the project pupils evaluated:

Objective 1: The mean score of participating pupils will improve one grade level over the pretest mean score on the SRA Reading Record.

Objective 3: The mean score of participating pupils on the capitalization-punctuation survey will increase ten percent over the pretest capitalization punctuation survey mean score as measured by the project's locally-designed diagnostic survey, capitalization-punctuation section.

Objective 4: The mean score of participating pupils on the usage survey will increase five percent over the pretest usage survey mean score as measured by the project's locally-designed diagnostic survey, usage section.

Objective 1 was accomplished by the project pupils in the eighth and ninth grades but not by the project pupils in the seventh and tenth grades.

The data indicated that objective 2 was not met by the project pupils.

Objective 2: The mean score of participating pupils in written composition will increase one level over pretest diagnostic survey mean score as measured by the project's locally-designed diagnostic survey, composition section.

Secondary Social Studies

Both objectives evaluated were considered met on the basis of the evaluation findings for this project:

Objective 1: Eleventh grade pupils in the Title I Social Studies classes will do as well as or better than comparison eleventh grade pupils in the regular Social Studies classes when measured by the Cooperative Social Studies test of American History.

Objective 2: Eleventh grade pupils in the Title I Social Studies classes will demonstrate as positive an attitude toward the Social Studies course content as comparison eleventh grade pupils when measured by the locally-designed Attitude Toward Social Studies-11 Scale.

The reliability of these conclusions was lessened somewhat by the inability of the adjusting variables to account for more than half of the pupil performance on the criterion measures. (See Appendix A.)

Secondary Science

The evaluation data for this project indicated that both objectives, as stated, were considered accomplished:

Objective 1: Pupils taught by the laboratory-oriented approach will demonstrate as much or more knowledge and understanding about the basic science phenomena of light than pupils taught by the traditional textbook approach. The measurement instrument will be a locally-designed science unit test.

Objective 2: Pupils taught by the laboratory-oriented approach will score as high as or higher than pupils taught by the traditional textbook approach when measured by a locally-designed Attitude Toward Science Class scale.

Secondary Mathematics

The evaluation data supported the conclusion that the following objectives were accomplished:

Objective 1: Pupils will indicate a positive feeling toward the relevance and need for mathematics by averaging 4.5 or above on a 7-point scale for each item pertaining to a relevance and need for mathematics.

Objective 2: Pupils will indicate a positive feeling toward current classroom activities (i.e., flowcharting, calculator use, test problems) by averaging 4.5 or above on a 7-point scale for each item pertaining to these classroom activities.

Objective 3: Pupils will indicate a positive feeling toward themselves by averaging 4.5 or above on a 7-point scale for each item pertaining to self-impression.

Secondary School Music

Musical instruments were provided to pupils from low income families who demonstrated an aptitude and interest in music.

Supportive Service Projects

Conclusions drawn concerning the supportive service projects were based upon the evaluation findings for 12 projects: Elementary Guidance, Secondary Guidance, Returnee Counselor, Secondary Work Experience, Social Work, Psychological Services, Special Educational and Service Center, Social Improvement, Field Trip, Testing Services, Recreation for Handicapped Children, and Instructional Resources.

Since the Elementary Guidance, Secondary Guidance, Secondary Work Experience, Social Work, Psychological Services, and Recreation for Handicapped Children projects established objectives unique to the individual needs of the project pupils, conclusions concerning the effectiveness of these projects were difficult to make. The case studies and case study excerpts reported in this evaluation indicated that an interdisciplinary approach was evolving among the professional staffs of these projects. The reader was given a better understanding of the multiple factors affecting the therapeutic process used to resolve pupil problems.

The Field Trip and Instructional Resources projects supported the academic projects whenever the academic projects needed transportation to a field trip site or needed audio-visual equipment repaired or designed.

The remaining supportive service projects, Returnee Counselor, Special Educational and Service Centers, Social Improvement, and Testing Services, formed objectives for a specific pupil population.

Returnee Counselor

The evaluation data indicated that the primary objective of this project was accomplished. The 1969-1970 rate of recidivism was reduced by the project counselors to a level less than the 1968-1969 rate of recidivism for returnees attending South Division and West Division who have been returned to school from correctional institutions.

Special Educational and Service Centers

The evaluation findings for this project supported the conclusion that the following objectives were successfully accomplished:

Objective 1: Make recommendations which can be used in the educational planning for the disadvantaged and handicapped children referred to the centers and, concurrently, identify the educational needs and problems of these children.

Objective 2: Identify and help develop programs based on the educational needs of children.

Teachers and principals became more positive toward the Special Educational and Service Centers after visiting the center and observing its operation.

Social Improvement

The primary objective for this project was considered accomplished in all the areas enumerated in the objective, with the exception of the area of acceptable language. The statement of the primary objective was as follows:

Objective 1: The majority of pupils participating in the Social Improvement project will evidence improvement in personal hygiene, grooming, manners, acceptable language, attitude toward school and self, and the ability to get along with others as perceived by regular classroom and project teachers.

Testing Services

The evaluation findings supported the conclusion that all the objectives evaluated for this project were accomplished:

Objective 1: All 24 Title I target area elementary schools will have been provided readiness and achievement test results on primary school pupils.

Objective 2: Fifty percent of the teachers attending the inservice sessions on the use and interpretation of standardized test results will answer correctly 70 percent of the items on a locally-designed test of measurement terms.

Objective 3: An evaluation will be made of the appropriateness, content, and ease of administration of the Screening Test for the Assignment of Remedial Treatments (START) and the Boehm Test of Basic Concepts as standardized instruments to be used in identifying learning disorders in kindergarten children.

Administrators and teachers served by the project felt that the project had been of much help in identifying group instructional needs in their schools and in determining the specific remediation programs needed for primary pupils.

Non-Public School Services

The Homes for Neglected and Delinquent Children project fulfilled its objective by providing various services and experiences designed to meet the special educational, social, and psychological needs of the children placed in the homes.

The overall Title I services to non-public schools were perceived by non-public school administrators and classroom teachers to be very effective in the areas of improving reading skills, developing language ability, and providing outdoor education through field trip transportation. In general, the school administrators wanted the same services continued during the 1970-1971 school year as they had during the 1969-1970 school year.

EPILOGUE

The Title I ESEA Evaluation 1969-1970 Report was intended for federal and state government agencies, project operation staff, Central Office administration, and the community represented by the Milwaukee Board of School Directors.

The emphasis of the evaluation centered on the objectives of the individual academic and supportive service projects included in the total Title I Program. The evaluation findings were related to both the process and the product of the projects. However, the conclusions made from the findings dealt primarily with the outcomes of the projects and not the process used to obtain the outcomes.

APPENDIX A

Limitations of Interpretation

Any of four possible statistical conditions may occur during the evaluation of a single criterion for a particular ESEA academic project:

1. R^2 less than .50, significant F,
2. R^2 less than .50, non-significant F,
3. R^2 greater than .50, significant F, and
4. R^2 greater than .50, non-significant F.

Condition 1: R^2 Less Than .50, Significant F

Under this particular statistical condition, there appears to be a treatment effect. However, most of the criterion variability is not accounted for in this situation and without the benefits of randomization of subjects, this amount of unaccounted variability (error) imposes serious doubt on any inferential statement about the adjusted means. Until this error variance can be accounted for in some manner, the reliability and direction of the differences between the adjusted means of the project and comparison groups will remain doubtful.

Condition 2: R^2 Less Than .50, Non-Significant F

Under this statistical condition, less than half of the initial differences between the project and control groups has been accounted for. It appears that at the .05 level of decision making there is no significant difference between the adjusted means. However, without the aid of randomization of subjects to distribute the remaining differences equally between project and control groups, any inferential statement concerning the differences between the adjusted means is highly questionable.

Condition 3: R^2 Greater Than .50, Significant F

Since, under this statistical condition, most of the initial differences between the treatment and comparison groups have been accounted for, it is possible to make a more confident inference concerning the project effect than if the R^2 were less than .50. However, due to the lack of randomization of subjects to project and control groups, the existing difference between the adjusted means must still be held as a somewhat dubious indication of the effect of the project treatment.

Condition 4: R^2 Greater Than .50, Non-Significant F

> Even though, under this statistical condition, most of the initial differences between the project and control groups have been accounted for, it appears that, at the .05 level of decision making, the differences between the adjusted means happen by chance or sampling error. There is insufficient statistical evidence to state that the difference between the adjusted means is significant.
>
> It should be remembered that comparisons which result in no significant differences between project and comparison groups do not necessarily mean that no real differences exist between the groups. Rather this condition may be a result simply of an inability to detect differences that do exist either because the instruments used were not sensitive enough or because extreme variability within the groups prevented statistical significance from being demonstrated.

Because of varying conditions surrounding the analysis of individual projects, comparisons between projects should not be made in terms of whether one project is superior to another when, for example, negative or positive results are found in one project and non-significant differences found in another. In a given project inability to equate project and comparison groups may result in non-significant differences. Whereas, in another project the ability to equate the groups may have been possible. Any comparisons made between such projects would, in fact, be a comparison of the ability or inability to adjust for pre-existing differences between projects and not a comparison of the effectiveness of treatment for any given program.

APPENDIX B

ESEA Title I Schools

1969-1970

PUBLIC SCHOOLS

Elementary

Allen-Field
Auer
Brown
Fifth
Forest Home
Fourth
Garfield
Holmes
Hopkins
Kilbourn
LaFollette
Lee
Lloyd
MacDowell
McKinley
Meinecke
Ninth
Palmer
Siefert
Twelfth
Twentieth
Twenty-first
Vieau
Walnut

Secondary

Fulton
Kosciuszko
Roosevelt
Wells
Lincoln
North Division
South Division
West Division

NON-PUBLIC SCHOOLS

Elementary

Bethlehem Lutheran
Boniface Community
Bruce-Guadalupe Community
Emmaus Lutheran
Francis Community
Holy Ghost Lutheran
Leo Community
Martin Luther King Community
Michael Community
Nazareth Lutheran
St. Stanislaus Catholic
St. Stephen Lutheran
Sharon Seventh Day Adventist
Urban Day Community
Walker Point Community